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ABSTRACT

This study of social studies textbooks is an evaluation of twenty-five elementary and secondary level books in order to determine the extent to which they adequately reflect the multi-racial, multi-ethnic and pluralistic nature of our society, both past and present. Part I includes a full description of the study: its background, the methodology used, and a description and discussion of the results. Part II contains the complete set of textbook reviews upon which the findings in the report are based. Each of the textbooks included in the study is reviewed and rated by three individuals. (Author/SHM)

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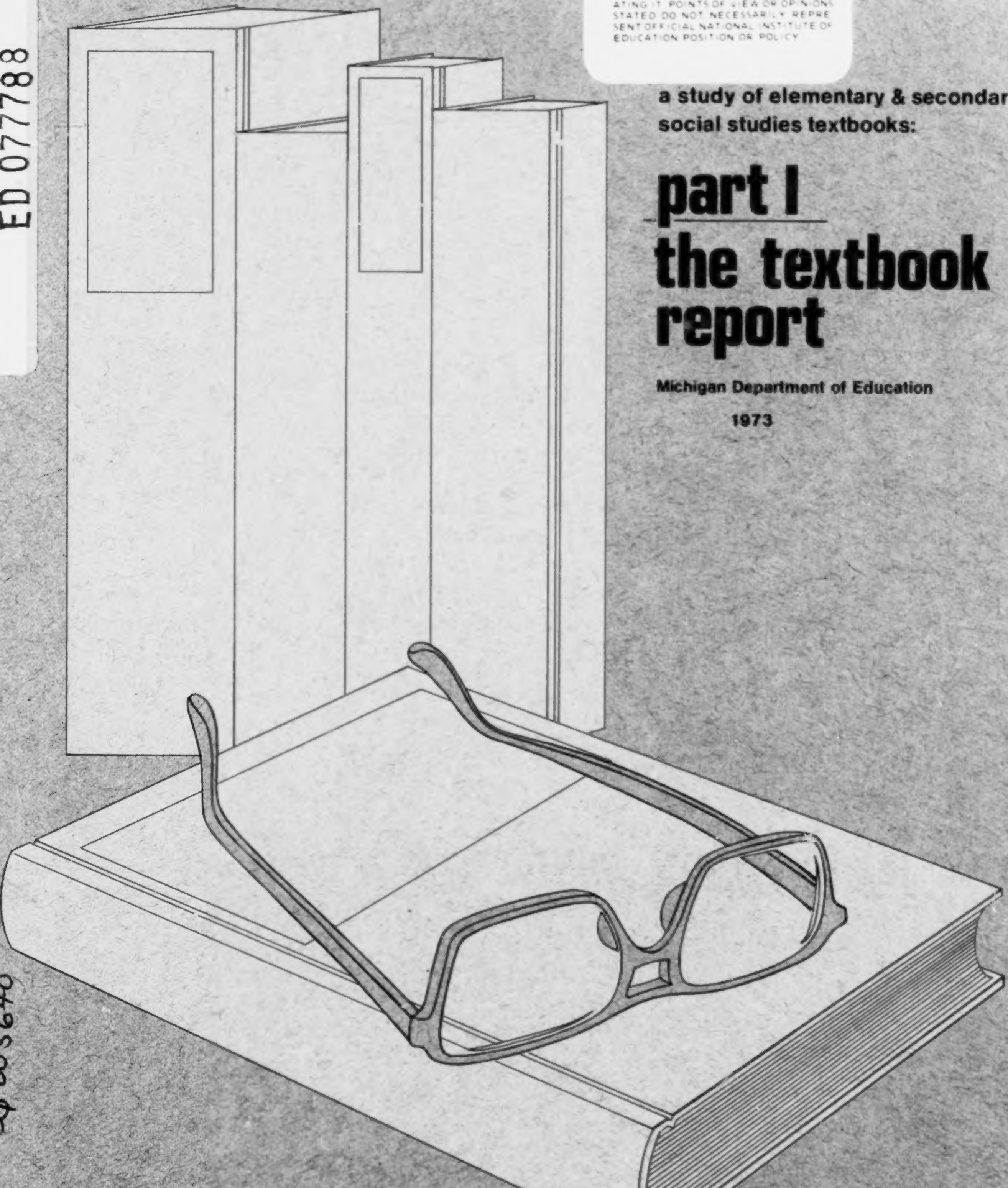

a study of elementary & secondary social studies textbooks:

part I

the textbook report

Michigan Department of Education

1973

SO 005640

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State Board of Education

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FOREWORD

This 1973 study of social studies textbooks, conducted by the Michigan Department of Education in response to Act 127 of the Public Acts of 1966, was received by the State Board of Education in December of 1972. At that time the Board recommended distribution of the report to educators, publishers, and various institutions and agencies throughout the state and country. As Superintendent of Public Instruction, it gives me pleasure to carry out this Board recommendation, since it is indeed important that the textbook materials used by youngsters at both the elementary and secondary level adequately reflect the multi-ethnic, multi-racial, and pluralistic nature of our society, both past and present.

This year's report has been divided into two parts. Part I includes a full description of the study: its background, the methodology used, and a description and discussion of the results. Those interested in the general progress being made by publishers in regard to the criteria contained in Act 127 will be particularly interested in this report. Part II, which may be obtained by writing to the Department, contains the complete set of textbook reviews upon which the findings in the report were based. Each of the 25 textbooks included in the study was reviewed and rated by three individuals; hence a total of 75 reviews are included in this more lengthy report. Educators who are directly involved in the selection of social studies textbooks will undoubtedly find Part II very useful and valuable.

We have been fortunate in having the services of some outstanding educators and historians in the preparation of this study, and I wish to thank these 46 persons. I also wish to extend my thanks to Robert Trezise, the Social Studies Specialist for the Department, who planned the study, carried it through to completion, and prepared the final reports.

John W. Porter
Superintendent of Public Instruction

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ABSTRACT

Twenty-five later-elementary, junior-high-school, and high-school level social studies books were examined to determine the extent to which they adequately reflect the multi-racial, multi-ethnic, and pluralistic nature of our society, both past and present. The books included represented the latest efforts of the publishers that issued them; and as a group they are believed to fairly represent social studies books widely in use in Michigan. A group comprised of 46 public-school supervisors and teachers, as well as university educators and historians, were chosen to: (1) write reviews of the books, and (2) rate them on a four-point scale (Very Good, Good, Fair, Poor). Each book was reviewed and rated by three persons; hence, a total of 75 reviews and ratings were obtained for the 25 books. The present report presents an analysis of the ratings and a discussion of the findings. The full set of 75 reviews have been included as a separate publication, entitled Part II. By reading through the 75 reviews, educators may not only become more familiar with the criteria of cultural pluralism being used to evaluate these books, but they may also gain insights into how the criteria may be applied to textbooks being considered for adoption.

An analysis of the ratings indicates that when all 75 ratings are considered, 11% of them are in the Very Good category, 20% are in the Good category, 41% are in the Fair category, and 28% are in the Poor. Another way of viewing these percentages is that 31% of the ratings are on the positive side; 69% are fair to negative. This finding should be considered in the light of the following additional findings: (1) The elementary and secondary books received approximately the same percentages of ratings; that is, in the case of both elementary and secondary textbooks, the ratings were predominantly on the negative side. (2) Analysis of the ratings indicated a high degree of agreement among the raters; that is, the three raters of a particular book tended to be in close

agreement about the book. (3) The raters tended to be in close agreement about the books regardless of their professional orientation.

Although it is disappointing to find that more of the textbooks are not on the positive side, especially when one considers the numbers of students who will inevitably read these books, it is gratifying to find that at least some textbook publishers seem to be doing a better job including in their works elements that reflect the multi-racial, multi-ethnic, and pluralistic nature of our society. It should be recalled that only a few years ago a Department study indicated that virtually _no_ textbooks were adequate in this regard.

Perhaps the most significant feeling one might carry away from this study is that social studies teachers should be extremely wary of using the textbook as a single instructional tool. Social studies textbooks, even the better ones, should be greatly supplemented by additional references, library books, magazines, primary source materials, and so forth.

Chapter I

THE NEED FOR TEXTBOOK ANALYSES

Introduction

It is ironic that of all the books that are published in this country, textbooks are probably the least widely and least systematically reviewed. Trade books that are issued by publishing companies are reviewed abundantly nearly everywhere. Almost all popular magazines carry book-review sections, and even rather esoteric books of limited interest may be reviewed on the pages of such widely read periodicals as The New York Review of Books, the Saturday Review, Time, Newsweek, Good Housekeeping, etc. Scholarly journals, of course, devote a good portion of their pages to reviewing the latest scholarly books in a particular field. Yet textbooks--books that are read by thousands upon thousands of young people, books that perhaps are among the most influential of all books published, in that they contribute to the shaping of the minds of the young, help to sustain the mythology and traditions of our society, largely determine the outlines of our curriculums, and even are a predominant influence in the thinking of the teachers themselves--these books go virtually unreviewed anywhere.

Reviews of textbooks do appear here and there sporadically, and people do conduct special studies of textbooks for various purposes, such as Michael Kane's recent Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts. Also, the publishers themselves issue "reviews" of their offerings. But obviously, one could scarcely call a review of a textbook prepared by the publisher that issued the book a good source of a disinterested, objective judgment, any more than a book jacket blurb is a reliable indicator of the book's quality.

Thus, when textbook selection committees set about the prodigious task of choosing a textbook from among the plethora of offerings, they pretty much have to rely upon their own judgments, without having access to the professional judgments of others. If the group selecting a textbook happens to be a state-adoption committee and they are considering books to be adopted for the entire state, such a group has at its disposal a great deal of time and all of the resources of the state to assist them in the selection task. If they are attempting to evaluate social studies books, for example, they will undoubtedly call upon the expertise of professional geographers, historians, sociologists, anthropologists , and so forth, in order that their final judgments will be sound. But in cases where local textbook selection committees are having to make a textbook selection--or even an individual teacher, abundant and expert resources will probably not be available. Further, local textbook selection committees inevitably have little time to evaluate the many titles that may be available for purchase; and even if they have narrowed their alternatives down to a small number, they are still likely to lack the time and even the expertise to make really careful judgments. The sad fact is, then, that too often textbooks are adopted on too superficial a basis, and the persuasive powers of the salesman may be a more important factor than the quality of the book itself.

But if textbook reviews could be more generally available to textbook selection committees, not only would such reviews be of tremendous value to those who are in the process of choosing books, but also, if textbooks were more widely reviewed, the quality of the books themselves would probably be affected in a positive direction. Textbook publishers, after all, are always anxious to provide works that are well received.

This discussion relates to textbooks in general. However, it is particularly germane to social studies textbooks, especially in terms of their inclusion of elements that adequately reflect the multi-ethnic, the multiracial, and the pluralistic nature of our society, both past and present.

In Michigan the Department of Education believes that social studies books in use in the state should reflect at all grade levels the fact that this country is a pluralistic, multi-racial, and multi-ethnic society. Indeed, pluralism has been the essence of our strength and achievement, both in the past and today; and it is vital that our textbooks be permeated with this point of view. It is important, then, that wherever textbooks are being chosen that committees and individuals making judgments and decisions about the books be aware of this idea and see to it that it is a major consideration as books are being chosen, whether they be elementary or secondary textbooks.

This study, as well as the studies previously conducted by the Department of Education, is designed to serve this purpose; that is, it is designed to make educators throughout the state fully aware of the concept of pluralism and, further, to demonstrate how this concept should be used as central criterion is making judgments about textbooks--especially social studies textbooks. It would be hoped, then, that this present study, as well as the other studies the Department has conducted, will serve as a useful tool--indeed, an essential tool--to the textbook selection committee and individuals as they examine textbook materials.

The "Social Studies Textbook Act"

For many years the textbooks in use in our schools reflected an almost completely white, middle-class society. The fact that America was made up of people of many different racial and ethnic groups was scarcely suggested, either in the pictures of the books or in their written content. And when minorities were discussed, the discussions often appeared under such headings as "Problem Areas," which implied that persons of ethnic and racial minorities had been and still were more of a troublesome factor in our society than they were valuable contributors. For Black children, for Orientals, for Mexican-

Americans, for Indians, and so on, the fact that their school books virtually ignored their existence, except in a pejorative sense, suggested to them that they were not the "real" Americans--"real" Americans were always white and inevitably comfortably ensconced in a stereotyped middle-class setting.

Although persons of various racial and ethnic minorities had been aware--indeed, were painfully aware--of this textbook situation for many years, it wasn't until the advent of the Civil Rights Movement that objections began to be made. The initial response of some textbook publishers was to simply color in some faces in the textbooks. But it became clear that what textbooks needed was more than a superficial once-over with a black or a yellow brush; what was needed were some basic textual revisions and very basic changes in approaches.

In order to encourage textbook publishers to make needed changes in their books, in 1966 the Michigan Legislature passed the so-called "Social Studies Textbook Act," which required the Superintendent of Public Instruction to make an annual survey of social studies textbooks in use in the state to assess the degree to which they fairly include recognition of the achievements and accomplishments of ethnic and racial minorities. Specifically, the Textbook Act reads as follows:

> "Whenever the appropriate authorities of any private, parochial or public schools of the state are selecting or approving textbooks which cover the social studies, such authorities shall give special attention and consideration to the degree to which the textbook fairly includes recognition of the achievements and accomplishments of the ethnic and racial groups and shall consistently with acceptable academic standards and with due consideration to all required ingredients of acceptable textbooks, select those textbooks which fairly include such achievements and accomplishments. The superintendent of public instruction shall cause to be made an annual random survey of textbooks in use in the state and submit a report to the Legislature prior to January 15 of each year as to the progress made, as determined by such random survey, in the attainment of the foregoing objective."

The 1968 Study of Secondary-Level American History Textbooks

A report on the first survey in response to the Legislation was issued by the Department in the summer of 1968. The Department had identified in the survey a group of United States history textbooks that were widely used in the secondary schools of Michigan. The books so identified had been submitted for review purposes to a group of well-known historians. The following paragraph, extracted from the 1968 Report, may serve as a summary of the historians' findings:

> "The historians found the textbooks to be inadequate when evaluated by the standards (of the Textbook Act) and in terms of their own professional judgment. The reviewers noted errors of both omission and commission, an avoidance of nearly everything controversial, and a reliance on outdated historical research. As one of the historians put it, the treatment of the Negro in the history textbook he reviewed 'exemplifies everything that must infuriate the . . . Negro.' Although the focus of this phase of the study was the Negro American, the findings apply similarly to other minorities as well. In short, these reviews, when taken together, in the Committee's opinion, constitute a severe indictment of the American history textbooks that are in widespread use in the schools of Michigan in the fall of 1967."

In addition to a discussion of the historians' findings, the Report included a set of "Guidelines for Evaluating Social Studies Textbooks in Regard to Their Treatment of Minority Groups," which were widely distributed to local districts. Copies of the Report, including the "Guidelines," were also sent to the textbook publishers.

The 1971 Study: A Replication

Although interim reports were submitted to the Legislature between the 1968 Report and the Second Report, which was issued in 1971, the 1971 Report constituted the Department's second major attempt to ascertain the extent to to which improvements were being made in regard to adequate treatment of minorities in secondary United States history textbooks.* In order to determine the degree of progress made in textbooks since 1968, the 1971 Report was a virtual replication of the earlier study. The following paragraphs, extracted from the Second Report, may serve as a summary of this work:

1. "While most of the textbooks do include mention of minority contributions, according to the reviewers these references are not often enough presented as an intrinsic part of the total text, but, rather, tend to suggest items that are mere attachments, placed into the text as afterthoughts.

2. "These reviewers indicated that the history textbooks suffer from shortcomings that seem almost to be an essential aspect of the textbook genre itself--that is, there is almost a complete absence of any attempt to deal with controversial events in the American past, virtually all negative events in the past (and present) have been glossed over, the past is distorted through omissions of vital information, and in the attempt to achieve a kind of historical "objectivity," the textbook writers have only succeeded in presenting a kind of bland, amoral, and over-simplified view of the American past that serves, these reviewers say, as an inadequate introduction for the student to his responsibility as a citizen.

3. "While the historical contributions of some minorities are fairly included in the textbooks, others are nearly completely neglected. Further, the multi-ethnic nature of our society, as well as this society's roots in multi-ethnicity, are

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*Act 127 of the P.A. of 1966 became effective March 10, 1967. The first report in response to the legislation was issued to the State Legislature in January, 1968, and was entitled "A Preliminary Report." This report outlined the full study, which was then in progress. The full report was issued in July, 1968, and was entitled "A Report on the Treatment of Minorities in American History Textbooks." In January, 1969, an interim report, entitled "The Social Studies Textbook Act--A Progress Statement," was sent to the Legislature. No reports were issued in 1970. In 1971 a report entitled "A Second Report on the Treatment of Minorities in American History Textbooks" was issued, and it was sent to the Legislature in April of 1971. In January, 1972, a report entitled "Early Elementary-Level Social Studies Textbooks: A Report in Regards to their Treatment of Minorities" was sent to the Legislature. Thus, of the various reports sent to the Legislature, three have been reports of actual studies; others have been interim and progress reports. The present 1973 report represents a fourth report of a study.

> not clearly enough described. Further, say a number of these reviewers, the textbooks do not come close enough to adequate descriptions of the roots of prejudice and racism in our society.
>
> "For these reasons, then, it would appear that on the basis of the present twelve reviews, one would conclude that insufficient progress, in terms of the legislation, has been made in the past several years in the area of the treatment of the minorities in American history textbooks."

The Second Report of 1971 also contained the textbook selection "Guidelines" that appear in the first Report, and again they were widely distributed to local districts.

The 1972 Study of Early Elementary-Level Textbooks

Having focused in two major studies on United States history textbooks used at the secondary level, the Department next decided that it should turn its attention to social studies textbooks in use at the elementary level. Since these books are used by children who are still very much in the formative years, it seemed especially important that the social studies books at this level be adequate in regard to their treatment of the various racial and ethnic minorities.

The eight books chosen to be examined for the 1972 study represented the second grade (or level) books of the most commonly used elementary social studies series in Michigan. Thus, any school in this state that had an early elementary-level social studies textbook adoption was very likely to be using one of the books included in this report.

A group of six elementary education and social studies specialists were chosen to examine each of the eight books in terms of "the degree to which the textbook fairly includes recognition of the achievements and accomplishments of (various) ethnic and racial groups." Taking this broad criterion from Michigan law as its general charge, the Committee then set up a list of specific criteria to be used to evaluate the textbooks. These criteria were as follows:

1. Does the content of the textbook--both the pictorial and written content--reflect the pluralistic, multi-ethnic nature of our society, both past and present?
2. What are the implicit assumptions of the content, both pictorial and verbal?
3. Are the contributions of the various ethnic groups included?
4. Is the legitimacy of a variety of life styles acknowledged?
5. Does the book tend to raise open questions and present issues?
6. Are present-day problems realistically presented?
7. Is the role of a variety of religious groups in our society, both past and present, included?
8. What seems to be the author's approach to patriotism?
9. To what extent are the standard "myths" presented?
10. What appears to be the criteria for presenting heroes?
11. Are ethnocentric views reinforced or worked against?
12. Does the text take a moral stand on issues?
13. Would the book tend to encourage a positive self-image?
14. Are controversial matters dealt with?
15. In dealing with various matters, do the authors commit "sins of ommissions?"
16. Are historical events based on the latest historical evidence?
17. Are events consistently glorified?
18. Does the book tend to suggest the importance of going to additional sources for further information?
19. Does the teacher's manual suggest other meaningful activities?

When the Committee members examined the eight textbooks in regard to these criteria, they found that though they were, perhaps, still not as good as they might be, still, as a group of elementary social studies textbooks, they did seem to represent an improvement over similar books published only a few years ago. In general, the Committee felt that over the past several years, publishers had made considerable strides in improving the quality of their social studies books in nearly every regard--at least judging by the books included in the study. As a matter of fact, the Committee members felt that publication dates may be one of the best guides to local districts that are in the process of choosing new textbooks, since it seemed to be sure that the more recent the publication date, the better the publication in nearly every way--and particularly in terms of the book's reflection of a multi-ethnic, multi-racial, and pluralistic society. The fact that elementary-level social studies books had changed for the better over the past several years indicated that publishers had indeed begun to respond to the demand for textbooks that more realistically depict our society, both past and present. Although books tended to reflect our pluralistic, multi-ethnic, and multi-racial society more realistically, the Committee members felt, however, that the textbooks still did not present the great social problems of our times in as direct a way as they might. Nevertheless, through the use of many open-ended questions, many of the more recent books presented opportunities for the students to bring up topics concerning social issues.

The report also presented reviews of each of the textbooks included in this study. Each of the reviews represented the consensual thinking of the Committee. These reviews indicated to the reader that some publishers have done considerably better than others in their attempts to reflect in a realistic way the pluralistic nature of our society. In general, the Committee members felt that most of the textbooks at least suggested that efforts had been made to include minority contributions, but these efforts have been far more successful in some instances than in others.

Again, the report was widely distributed; and it has received considerable attention from the educational community on a nation-wide basis. Indeed, it is to form the basis for a forthcoming issue of a national educational journal.

Chapter II

DESIGN

Introduction

The 1973 social studies textbook study is considerably broader in scope in several ways than any of the previous Department studies. First, since the original 1968 report, the criteria used to evaluate social studies books have tended to become broader. Initially the reviewers interpreted the Textbook Act language very literally; i.e., they considered strictly "the contributions of minorities." Since then the reviewers for the Departmental studies have considered the textbooks not just in terms of "minority contributions," but in terms of how well the books reflect the multi-racial, multi-ethnic, and pluralistic nature of our society in the broadest sense. A second way in which the present study is broader than the previous ones is that this year many more books have been included in this study. The 1972 report, for example, included eight books, while the present study includes 25. Third a greater number of reviewers have been included in the various studies. This time 46 reviewers have been involved, thus representing a greater diversity of viewpoints.

The broader scope of the present study has been made possible largely through the availability of ISLE funds in Michigan. ISLE (Improving State Leadership in Education) is an ESEA Title V, Section 505 project, which allocates money to Michigan for the purpose of strengthening the Department's leadership role. Seven other states presently take part in the ISLE program.

Focus of This Year's Study

The focus of this year's study is on later-elementary and secondary social studies books. Early-elementary social studies books were not included this year since most of the available titles at that level were reviewed last year. The later-elementary social studies books included in the study are of a general social studies nature. Each is generally written for the fifth or sixth level and is part of an elementary-level series. In addition, books which probably would be used at the junior high school or middle school level have been included in this category. The high school books included are American history textbooks. Grade designations have not been identified in this study since the publishers themselves are reluctant to identify the works in terms of a specific grade level. Also, several of the books included in this study apparently have been designed for use at the high school level, but are written at a lower grade level.

Selection of Textbooks

Textbooks were chosen on the basis of their apparent widespread use in the State of Michigan. Several of the reviewers assisted in determining which books are very widely used in this state. However, since all the books included in this study are the publishing companies' latest efforts, some of the editions probably will be in widespread use in a year or so, since they have been prepared by companies that inevitably sell on a large scale in Michigan. It is important to stress that all of the books in this study represent the textbook companies' latest work. Every effort was made to contact the publishing houses in order to get these latest editions.* It can be said with some assurance that these books do indeed represent the kinds of social studies books that are in widespread use in Michigan at the upper-elementary, junior-high-school, and high-school grade levels. Of the total number of 25 books, 14 have been considered upper-elementary and junior-high-school level books, and 11 are considered secondary books.

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*In the process of selecting the textbooks for the study, contact was made with both the publishing companies' home offices, as well as their district representatives. Each publisher whose books have been included in this study cooperated with Dr. Trezise, who conducted the study, and graciously supplied him with three copies of each book to be included--a copy for each of the three reviewers assigned to that particular title.

A list of books that were chosen appear in Appendix A. They have been arranged alphabetically according to the publisher.

Selection of Reviewers

The design was to have each of the 25 books reviewed by three persons working independently. Thus, the study was to include 75 reviews in total. In the final analysis, 46 reviewers took part in the study. Some reviewed one book, others reviewed two. Books were assigned to reviewers at random, although the reviewers had previously expressed their preference for either elementary or secondary-level books.

The 46 reviewers represent as varied a group as possible so that their work reflects a wide variety of viewpoints. Each reviewer, of course, was chosen on the basis of his understanding of the concept of cultural pluralism. In general, they are classroom teachers, people in public school supervisory positions, intermediate district social studies consultants, college of education personnel, and professional historians. Not only does the group as a whole bring to this study a diversity of backgrounds and viewpoints, but the three reviewers assigned to each book were chosen to represent a diversity of opinions. Thus, one textbook may have been reviewed by a professional historian, a professor of education, and a classroom teacher.

The group of 46 reviewers is made up of some of the most outstanding people in their fields--people who are widely known for their understanding of the concept of cultural pluralism, in terms of its applications to their fields. They are, as a group, eminently successful teachers, outstanding historians, presidents of national associations, well-known contributors to professional journals, etc. The names came to Departmental staff from a variety of sources. Some have been involved in previous textbook studies, others were recommended, some had read previous Departmental studies and had contacted the Department to express their interest, and others were asked to take part in the study on the basis of their published works in books and journals.

A list of the reviewers appears in Appendix B.

Direction Given to the Reviewers

Each reviewer was directed to write a review of two and one-half double-spaced, typewritten pages. Although some of the reviews did turn out to be slightly longer than this, for the most part they are fairly standard in length. The reviewers were told that their evaluations would be presented in their complete form.

In addition to the review itself, each reviewer was asked to rate each book on the basis of a four-point scale: Very Good, Good, Fair, and Poor.

The reviewers were instructed that both in terms of their reviews and their ratings of the books, their comments and judgments should focus on the criteria for evaluating textbooks as presented by the Department in previous reports. Hence, each reviewer received a set of the criteria for evaluating social studies books as they appeared in the 1968 study, and also a set of the criteria as they appeared in the 1972 study. Hence, it was made clear to the reviewers that rather than being a general evaluation of the textbooks, their work was to focus on the extent to which the textbooks fairly reflected the multi-ethnic, the muti-racial, and pluralistic nature of our society.*

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*However, it is difficult when reviewing a textbook not to allude to other matters related to the central criteria. Hence, in discussing a textbook's adequate coverage of the multi-racial elements of our society, both past and present, almost inevitably a reviewer must discuss the book's general "openness," its treatment of controversial topics, its implicit basic assumptions, the quality of its illustrations, its general tone, and so forth. Actually, the criteria presented by the Department in the 1968 and 1972 reports enocurage textbook evaluators to consider the broader elements of a textbook, as they may relate to the central criteria.

Format of the Report

Since the material accumulated from the reviewers for the purposes of this study constitutes a rather voluminous amount of data, it was decided that the presentation should be divided into two parts. Part I, the present report, consists, then, of a full description of the study and the background of it, as well as an analysis of the data obtained from the reviewers' ratings. Part II presents the reviews themselves, as well as a summary of the over-all findings of the study. Part I will undoubtedly be of greatest interest to those concerned with the general progress of textbooks in terms of the criteria set forth in the Public Act; Part II will probably be of greatest interest to those actually involved in the selection of social studies textbooks. The reports taken together will, it is hoped, provide companion works of significant values.

Chapter III

RESULTS

Ratings of the Textbooks

Each of the 25 textbooks was rated by three reviewers; hence, for these books a total of 75 ratings were obtained. Each of these 75 ratings was either Very Good, Good, Fair, or Poor. The results of these 75 ratings of the 25 textbooks are as follows:

Very Good....	11%	(8 "very good" ratings)
Good.........	20%	(15 "good" ratings)
Fair.........	41%	(31 "fair" ratings)
Poor.........	28%	(21 "poor" ratings)

In other words, of all of the 75 ratings, 11 percent of them were in the "Very Good" category; 20 percent were in the "Good" category; 41 percent were in the "Fair" category; and 28 percent were in the "Poor" category. Another way of viewing these percentages is that 31 percent of the ratings were on the positive side; 69 percent were on the fair to negative side.

Analysis in Terms of Grade Level of Textbooks

It is difficult to assign to a particular textbook a specific grade level. Publishers tend not to want to specify books by grade level (and rightfully so), and then, too, there is the problem that while a textbook may be used at a high school level, it has been written primarily for students who do not read well and may, therefore, be more like a junior-high-school-level book. However, for the sake of this study, the 25 books were divided into two categories: those books that seemed to be designed for use at the high-school level, and those books designed for use at the later-elementary or junior-high-school level. Of the 25 books, 14 have been designated as upper-elementary or junior-high-school books and 11 high school. The total number of ratings for these two categories was then calculated. These results are as follows:

	Later-Elementary & Junior-High Books	High School Books
Very Good	7%	15%
Good	21%	18%
Fair	43%	39%
Poor	29%	27%

According to this analysis, although secondary-level books have received more "Very Good" ratings, the two categories of textbooks have received substantially the same percentages of ratings.

Degree of Agreement Among the Raters

To what extent were the reviewers of a particular book in agreement with each other in terms of their ratings? In order to determine this, the following system was devised:

> If all three ratings of a single book were the same (all "Very Good", all "Good", etc.), the degree of disagreement for that particular book was ranked as "zero."
>
> If two of the ratings of a single book were the same, but the third rating was only "one step" away from the others (for example, two "Very Good's" and one "Good"), the degree of disagreement for that particular book was ranked as "1".
>
> If two of the ratings of a single book were the same, but the third rating was "two steps" away from the others (for example, two "Very Good's" and one "Fair"), the degree of disagreement for that particular book was ranked as "2".
>
> If two of the ratings of a single book were the same, but the third rating was "three steps" away from the others (for example, two "Very Good's" and one "Poor"), the degree of disagreement for that particular book was ranked as "3".
>
> If all three of the ratings were different, but with all three being contiguous (for example, one "Very Good", one "Good", and one "Fair"), the degree of disagreement for that particular book was ranked as "4".

> If all three of the ratings were different, but with one of the ratings being non-contiguous with the others (For example, one "Very Good", one "Good", and one "Poor"), the degree of disagreement for that particular book was ranked as "5".

In other words, the higher the number given to each book (from one to five), the less the agreement among the reviewers.

In terms of this procedure, the following results were obtained:

0... (perfect agreement)... 20% of the books (5 books)

1... (near agreement)...... 56% of the books (14 books)

2... (fair agreement)...... 15% of the books (4 books)

3... (less agreement)...... none

4... (little agreement).... none

5... (no agreement)........ 8% (2 books)

Thus, of the 25 books reviewed, 76 percent of them (19 books) received ratings from their three judges that were in perfect or near-perfect agreement. Four books received ratings that were in fair agreement. In the case of two books, the raters were in a great deal of disagreement.

Comparative Ratings by Various Groups of Raters

To what extent are various groups of raters in agreement about their evaluations of the textbooks? Are university personnel more critical of these books than public school people? Are university historians more critical than university college-of-education personnel? Are historians more critical than educators as a whole group?

First, the ratings given to the textbooks by all college and university personnel (college of education people, historians, and persons in other university departments) were compared with the ratings given by local and intermediate district persons (teachers, supervisory personnel, and intermediate district consultants). The results of this procedure are as follows:

	University & College Personnel	School District Personnel
Very Good	12%	11%
Good	17%	11%
Fair	36%	48%
Pooe	34%	29%

According to these results, 29 percent of the college and university personnel and 22 percent of the school district personnel rate the textbooks on the positive side; while 70 percent of the college and university personnel and 77 percent of the school district personnel rate them on the fair to negative side. Thus, while there is a tendency for the college and university personnel to be slightly less critical of the textbooks than the school district people, both are predominantly fair to negative, and the differences in the percentages of their ratings are not great.

Second, the ratings given to the textbooks by the university historians were compared with the ratings given by college of education personnel. The results of this procedure are as follows:

	University Historians	College of Education Personnel
Very Good	9%	19%
Good	27%	25%
Fair	40%	25%
Poor	23%	31%

According to these results 36 percent of the historians and 44 percent of the college of education personnel rate the textbooks on the positive side; while 63% of the historians and 56% of the college of education personnel rate them on the fair to negative side. Thus, while there is a tendency for the college of education personnel to be somewhat less critical of the textbooks than the historians, again both groups are predominantly fair to negative, and the differences in the percentages of their ratings are not great.

Third, the ratings of all the reviewers who are in the field of education, both at the university and local level, were compared with the ratings given by the university historians. The results of this procedure are as follows:

	University Historians	All Educators
Very Good	9%	15%
Good	27%	18%
Fair	40%	40%
Poor	23%	26%

According to these results, 36 percent of the education people and 33 percent of the historians rate the textbooks on the positive side; while 63 percent of the educators and 66 percent of the historians rate them on the fair to negative side. Thus, while there is a very slight tendency for the historians to be slightly less critical of the textbooks than the educators, still again both groups compared give ratings that are predominantly fair to negative.

Discussion of Results

One cannot look at these results without feeling a sense of disappointment. After a good many years of admonishing textbook publishers to improve their materials in terms of the extent to which they reflect the pluralistic, multi-racial, and multi-ethnic elements of our society, both past and present, they still, on the whole, do not seem to be doing well, at least in the opinion of these 46 reviewers. As one reads through the reviews and the ratings of individual textbooks, some publishers seem to be far ahead of others; but the over-all finding is that when all the ratings are taken together, only 31 percent of them are in the "Very Good" or "Good" category, while 69 percent of them are fair to negative. We can be heartened by the fact that some textbooks are improving, but we must lament the fact that so many social studies textbooks are still being produced that seem to be deficient. And one must remember the numbers of children and youth who will be reading these books!

These disappointing results must be considered, further, in terms of the other findings. First, the reviewers are in a good deal of agreement about the books, even though the criteria by which they evaluated the books are very broad. In the case of only two books were the reviewers in considerable disagreement about the textbooks they read. It must be pointed out again that these ratings have been made by a large and heterogeneous group. Yet they seem to be in substantial agreement about the textbooks they have rated, at least in terms of the criteria of concern here.

And not only are the reviewers as a whole in substantial agreement, but when they are grouped according to their professional orientations, the degree of agreement among them is strong. Historians as a group, college of education personnel as a group, public school supervisors, classroom teachers--all of these groups seem to be in considerable agreement with each other about this collection of textbooks.

In addition, the reviewers in this study seem to be in substantial agreement regardless of the grade level of the textbooks. Except that the high school books more often get a "Very Good" rating, the raters were predominantly critical of both categories of books.

It must be remembered that the books under consideration in this study are the most recent efforts of the publishing companies. Indeed, some of these are books that are so recent that they have still not really gotten into the schools--they are books that "will be used" than "are used."

The fact that some of the textbooks have been rated quite consistently higher than others suggests at least that social studies books can be better. Perhaps this should be taken as an encouraging sign, particularly since the major finding of the 1968 textbook study was that all of the books studied then were considered woefully inadequate. Apparently since that date, improvements have been made. But still, one might expect that by this time more publishers would be doing better.

If this study, along with the other studies that have been made, suggest one thing to educators of the state it is that teachers should avoid using the textbook as a single source of information. Of course, the textbook publishers would themselves say this; that is, that their works should be considered as only one reference work in a course of study. Unfortunately, it is probably true that many, if not most, teachers still do rely almost exclusively upon the single textbook, and students are referred to additional reference sources all too infrequently. This is especially lamentable since quantities of excellent supplementary materials are already available to teachers, if only they would use them. It would seem, then, that a major focus in social studies, and other curriculum areas as well, should be on efforts to encourage teachers to "get away from the textbook" and to use the excellent and abundant trade books that are available (or should be available) in school libraries, newspapers and magazines, and primary source materials that may be available in the community.

Summary

A total of 25 social studies textbooks, both elementary and secondary, were chosen to be reviewed and rated by a group of reviewers. Each of the 25 books were reviewed and rated independently by three reviewers. Hence, a total of 75 reviews and 75 ratings were obtained.

Of the 75 ratings, 11% were in the "Very Good" category, 20% in the "Good"; 41% in the "Fair"; and 28% in the "Poor". Another way of viewing these percentages is that 31% of the ratings were on the positive side; 69% were on the fair to negative.

The elementary and the secondary books received approximately the same distribution of ratings; that is, both the elementary and high school books received predominantly "Fair" or "Poor" ratings.

The study also revealed a rather high percentage of agreement among the raters. That is, of the 25 books reviewed, 76% of them received ratings from their three judges that were in perfect or near-perfect agreement. Thus, opinions about the books did not tend to vary widely among the judges.

Further, when the group of raters were divided into sub-groups according to professional background (university people, professional historians, public school administrators, teachers, intermediate district personnel, etc.), these groups also tended to be in close agreement in their opinions about the books.

Considering the amount of stress in the past several years on the importance of revising textbooks so that they more adequately reflect the pluralistic nature of our society, these results may be seem as somewhat disappointing. It is unfortunate, indeed, that of the total number of ratings, 69% are in only the "Fair" or "Poor" category. However, considering the fact that ten or so years ago textbook publishers were making almost no attempts in this regard, one might be heartened by the fact that 31% of the ratings in the study were in the "Very Good" or "Good" category. This latter figure suggests, at least, that social studies can be better, in terms of the criteria being considered here.

The full study would suggest that teachers must be extremely wary of using the textbook as a single instructional tool in the classroom.

The full set of 75 reviews is presented as a companion piece of the present study.

APPENDIX A

LIST OF TEXTBOOKS REVIEWED

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LIST OF TEXTBOOKS REVIEWED

Addison-Wesley Publishing Company, The American Experience: A Study of Themes and Issues in American History, Robert F. Madgic, Stanley S. Seaberg, Fred H. Stopsky, and Robin W. Winks, 1971.

American Book Company, The Adventure of America, Dorothy M. Fraser, Helen F. Yeager, 1966.

Benefic Press, You and the Nation, Mark Krug, 1967.

Benzinger, Inc., Land of the Free: A History of the United States, John W. Caughey, John Hope Franklin, and Ernest R. May, 1971.

Follett Educational Corporation, Exploring Regions of the United States, Herbert H. Gross, et al, 1971.

Follett Educational Corporation, A History of the United States, James Frost, Ralph Broun, David Ellis, and William Fink, 1969.

Ginn and Company, American History Today, Margaret Stimman Branson and Edward E. France, 1970.

Ginn and Company, Our Country's Heritage: 1865-Today (Revised Ed.), Oscar O. Winther and William H. Cartwright, 1971.

Globe Book Company, Inc., The Age of Greatness Since the Civil War; Exploring Our Nation's History, Vol. 2, Sidney Schwartz and John R. O'Connor, 1971.

Harcourt Brace Jovanovich, Inc., Rise of the American Nation (Third Ed.), Vol. 2: 1865 to the Present, Lewis Paul Todd and Merle Curti, 1972.

Harcourt Brace Jovanovich, Inc., The Social Sciences: Concepts and Values, (Purple Ed.), Paul F. Brandwein, 1970.

Harper and Row, A People and a Nation, Clarence L. Ver Steeg and Richard Hofstadter, 1971.

D. C. Heath and Company, We the People: A History of the United States of America, David B. Bidna, Morris S. Greenberg, and Jerold H. Spitz, 1971.

Holt, Rinehart, and Winston, Inc., The Shaping of America, Richard Curry, John Sproat, and Kenyon Cramer, 1972.

Houghton Mifflin Company, A History of the United States, Vol. 2, Richard Wade, Louise Wade, and Howard Wilder, 1970.

Houghton Mifflin Company, Liberty and Union: A History of the United States, Raymond J. Wilson and George Spiero, 1972.

Laidlaw Brothers, *The Social Studies and Our Country: Concepts in Social Science*, Frederick M. King, Herbert V. Epperly, Herbert C. Rudman, and Ralph J. Cooke, 1972.

Laidlaw Brothers, *United States History for High School*, Boyd C. Shafer, Everett Augspurger, and Richard A. McLemore, 1969.

The Macmillan Company, *A Strong and a Free Nation*, Charles Forcey, 1971.

The Macmillan Company, *This Favored Land--Anglo-America: Setting and Settlement*, (Focus on Active Learning Series), Merle Prunty (with John Jarolimek and Bertha Davis, Senior Authors), 1971.

Charles E. Merrill Publishing Company, *One Nation Indivisible*, Landis R. Heller, Jr., and Norris W. Potter, 1971.

Rand McNally and Company, *The Free and the Brave: The Story of the American People*, Henry F. Graff, 1972.

Scott, Foresman and Company, *Investigating Man's World: United States Studies*, Paul R. Hanna, Clyde F. Kohn, and Clarence L. Ver Steeg, 1970.

Scott, Foresman and Company, *United States History*, Richard N. Current, Alexander DeConde, and Harris L. Dante, 1967.

Silver Burdett Company, *Man and Society*, Hubert Bass, 1972.

APPENDIX B

LIST OF TEXTBOOK REVIEWERS

APPENDIX B

LIST OF TEXTBOOK REVIEWERS

Mrs. Alice Ahearne
East Lansing Public Schools
East Lansing, Michigan

Dr. Janet E. Alleman
College of Education
Michigan State University
East Lansing, Michigan

Mrs. Margaret C. Ashworth
College of Education
Wayne State University
Detroit, Michigan

Mr. Michael W. Asumaa
Lansing Public Schools
Lansing, Michigan

Dr. Gwendolyn C. Baker
College of Education
University of Michigan
Ann Arbor, Michigan

Mrs. H. Victoria Barner
College of Education
University of Michigan
Ann Arbor, Michigan

Dr. James A. Banks
College of Education
University of Washington
Seattle, Washington

Dr. Lewis H. Carlson
Department of History
Western Michigan University
Kalamazoo, Michigan

Dr. Arthur M. Carter
Wayne County Community College
Detroit, Michigan

Mr. Melvin Chapman
Assistant Superintendent, Region IV
Detroit Public Schools
Detroit, Michigan

Professor Abraham F. Citron
Department of Educational Sociology
Wayne State University
Detroit, Michigan

Mrs. Elizabeth Connor
Detroit Public Schools
Detroit, Michigan

Dr. Carlos E. Cortés
Department of History
University of California
Riverside, California

Mr. Wilfred M. Curtis
Xerox/University Microfilms
Ann Arbor, Michigan

Dr. Ruth Ellsworth
College of Education
Wayne State University
Detroit, Michigan

Dr. Jean Fair, President
National Council for the Social Studies
Wayne State University
Detroit, Michigan

Dr. Jimmie L. Franklin
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Eastern Illinois University
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Mr. Lester B. Gemmill
Flint Public Schools
Flint, Michigan

Dr. William H. Harbaugh
Department of History
University of Virginia

Dr. William Helder
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Lansing, Michigan

Dr. W. Sherman Jackson
Department of History
Miami University
Oxford, Ohio

Dr. Daniel Jacobson, Director
Social Science Teaching Institute
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Mr. George R. Johnstone
Oakland Schools
Pontiac, Michigan

Dr. William W. Joyce
College of Education
Michigan State University
East Lansing, Michigan

Professor Shaw Livermore, Jr.
Department of History
University of Michigan
Ann Arbor, Michigan

Mr. Richard H. Lobenthal
Michigan Regional Director
Anti-Defamation League
Detroit, Michigan

Miss Frances Locklear
Employment Assistance Director
Mt. Pleasant Public Schools
Mt. Pleasant, Michigan

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Dr. Milan Marich
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Princeton University
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Bilingual Coordinator
Grand Rapids Public Schools
Grand Rapids, Michigan

Dr. Myles M. Platt
Oakland Schools
Pontiac, Michigan

Mr. Harry A. Reed
Department of History
Michigan State University
East Lansing, Michigan

Mr. Desmond Ryan
Ann Arbor Public Schools
Ann Arbor, Michigan

Mr. Sherwood Sandweiss
Michigan Area Director
American Jewish Committee
Detroit, Michigan

Mrs. Agnes Shearer
Detroit Public Schools
Detroit, Michigan

Mr. Bruce D. Smith
Grand Rapids Public Schools
Grand Rapids, Michigan

Mr. Richard Snell
Macomb Intermediate School District
Mt. Clemens, Michigan

Mr. Benjamin Solomon
Kennedy-King College
Chicago, Illinois

Dr. Denny Stavros
Detroit Public Schools
Detroit, Michigan

Mr. Leonard E. Thomas
Flint Community Schools
Flint, Michigan

Mr. Richard W. Thomas
Center for Urban Affairs
Michigan State University
East Lansing, Michigan

Mrs. Elnora Strahan Vader
Escanaba Public Schools
Escanaba, Michigan

Miss Beatrice Vargas
Saginaw Public Schools
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Dr. Oscar R. Williams
Department of History
Bradley University
Peoria, Illinois

Professor Harold D. Woodman
Department of History
Purdue University
Lafayette, Indiana

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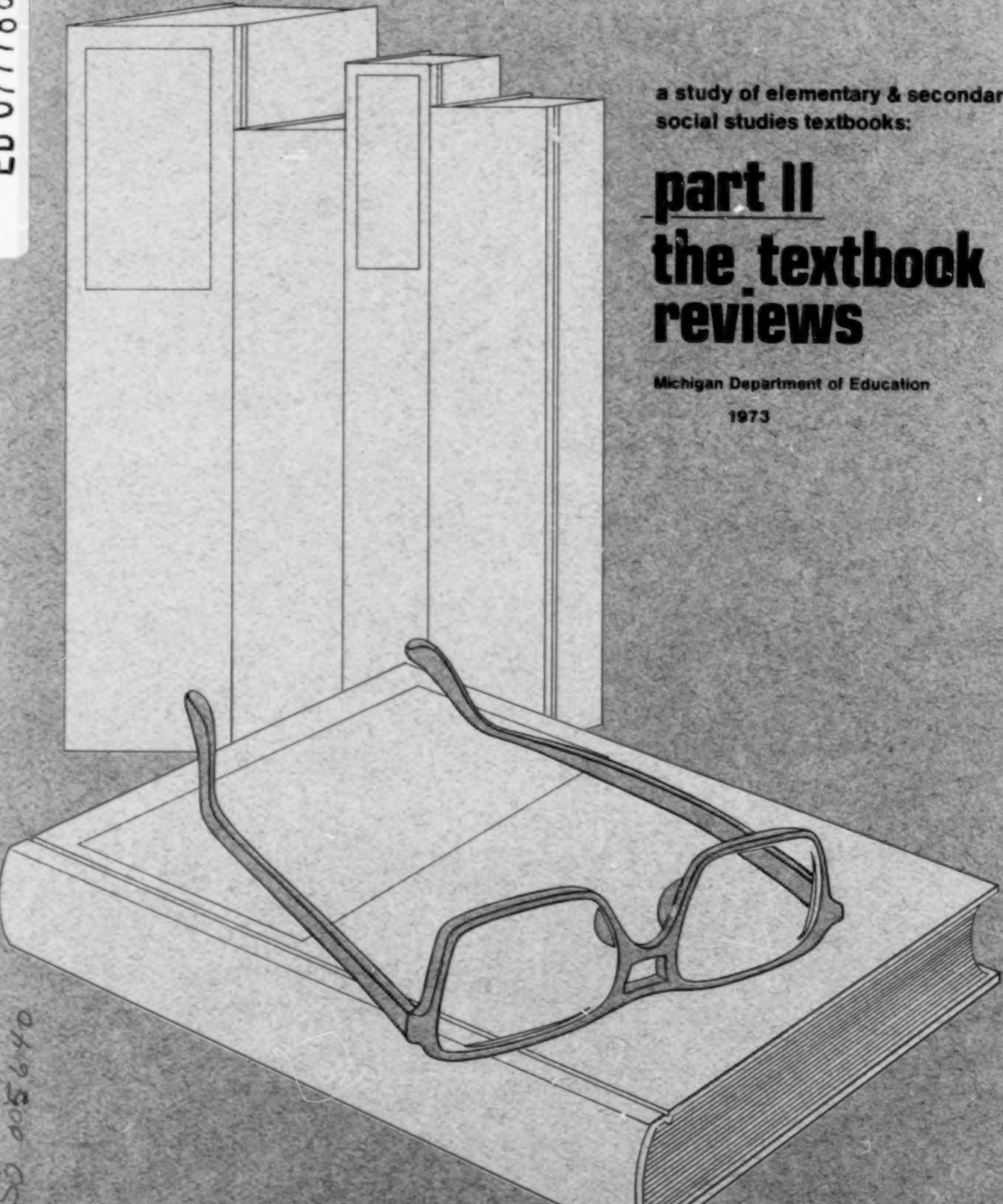
a study of elementary & secondary
social studies textbooks:

part II
the textbook reviews

Michigan Department of Education

1973



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FOREWORD

This 1973 "Study of Elementary and Secondary Social Studies Textbooks" is part of a series of reports on social studies textbooks issued by the Department of Education. The first report was issued in 1968, and the Department has presented a number of reports since that date, each in response to Act 127 of the Public Acts of 1966. The Acts directs the Superintendent of Public Instruction to make an annual survey of social studies textbooks in the state in terms of their fair inclusion of "the achievements and accomplishments of . . . ethnic and racial groups."

The 1973 report is comprised of two parts. Part I provides the background to the study, describes the methodology used, and reports the findings in full. Part II (which is contained in this document) provides a brief summary of the findings and presents the 75 textbook reviews which constitute the basis of the study. We believe that educators will find this unique publication helpful as they themselves make judgments about textbooks for local use. As far as we know, no other single publication presents such a complete series of textbook reviews.

I wish to extend my thanks to the 46 reviewers who took part in this study. I wish also to express my appreciation to Dr. Robert Trezise, Social Studies Specialist in the Department, who organized the study, prepared the analysis of the findings, and wrote the final reports.

John W. Porter

Superintendent of Public Instruction

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Appendix List of Textbook Reviewers

Chapter I

INTRODUCTION

Since 1968, in response to Act 127, Public Acts of 1966, the Michigan Department of Education has been conducting a series of social studies textbook studies in regard to their treatment of minorities. Some of the previous reports have dealt with elementary-level social studies textbooks; others have dealt with secondary textbooks. The present report, however, deals with both elementary and secondary social studies textbooks and represents the broadest study yet undertaken by the Department in this area, in that it not only includes more textbooks than any previous study, but also reflects the judgments of a larger number of reviewers.

To summarize the findings of the study briefly:

Twenty-five later-elementary, junior-high-school, and high-school level social studies books were examined to determine the extent to which they adequately reflect the multi-racial, multi-ethnic, and pluralistic nature of our society, both past and present. The books included represent the latest efforts of the publishers that issued them, and as a group they are believed to fairly represent social studies books widely in use in Michigan. A group comprised of 46 public-school supervisors and teachers, as well as university educators and historians, were chosen to: (1) write reviews of the books and (2) rate them on a four-point scale (Very Good, Good, Fair, Poor). Each book was reviewed and rated by three persons; hence, a total of 75 reviews and ratings were obtained for the 25 books.

An analysis of the ratings indicated that when all 75 ratings were considered, 11% of them were in the Very Good category, 20% were in the Good category, 41% were in the Fair category, and 28% were in the Poor. Another way of viewing these percentages is that 31% of the ratings were on the positive side; 69% were on the negative. This finding should be considered in the light of the following additional findings: (1) The elementary and secondary books received approximately the same percentages of ratings; that is, in the case of both elementary and secondary textbooks, the ratings were predominantly on the negative side. (2) Analysis of the ratings indicated a high degree of agreement among the raters; that is, the three raters of a particular book tended to be in close agreement about the book. (3) The raters tended to be in close agreement about the books regardless of their professional orientation.

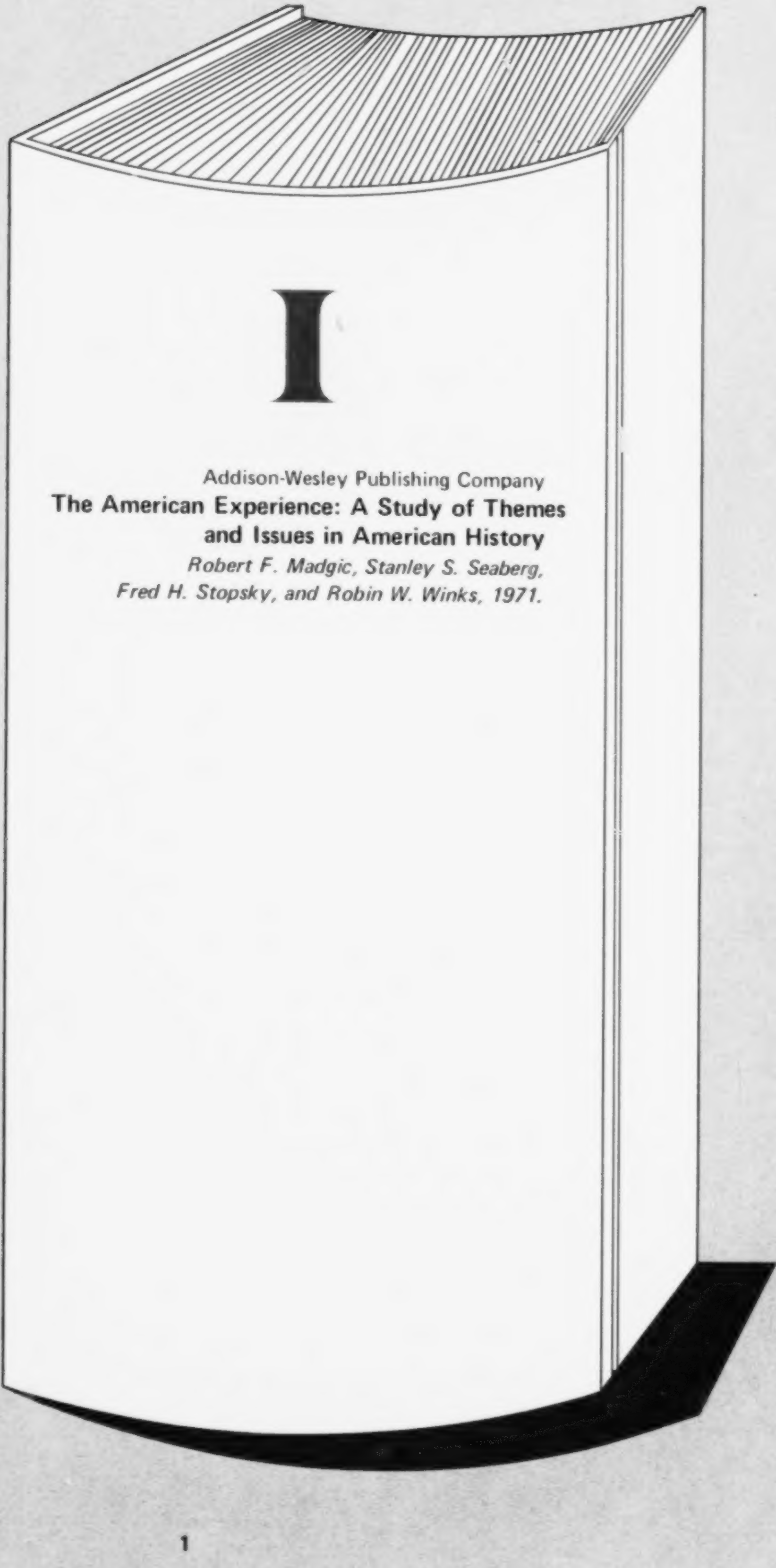
A more detailed analysis of these findings appears in a separate publication entitled "A Study of Elementary and Secondary Social Studies Textbooks: Part I". The present publication contains the reviews themselves. The reviews are being presented in total for the following reasons:

1. A major purpose of the study was to present several viewpoints of each textbook, so that persons considering an adoption of a particular textbook might have the benefit of a number of separate professional judgments about the book. Since the books included in the study are widely used – or are books that probably will be widely used – this study will, it is hoped, be a very real value to textbook selection committees that need a variety of opinions about specific titles.
2. Another purpose of the study was to demonstrate a style of examining a book, at least in terms of the criteria of cultural pluralism. Thus, if a member of a textbook selection committee were to read through this entire report, including the reviews, one would hope that he would carry away from his reading a better understanding of the concept of cultural pluralism

itself and of how to use this concept as criteria in his own analyses of social studies textbooks — and, perhaps, of textbooks in general. He should be in a better position to make judgments about books not included in this particular study as well.

3. It is only fair to reviewers to present their total work, rather than edited or digested versions. Reviewers said that they had trouble restricting their comments even to the length of the review required here; and presenting them in a still briefer form would surely be an emasculation of their work.
4. The study also is a demonstration of the fact that even when certain criteria are used in evaluating books, final judgments about books will still vary considerably and according to personal opinions.

In the chapter that follows, the reviews are arranged in sets of three; that is, the three reviews of each book are presented in a triptych style. The ratings for the books accompany the reviews themselves so that the reader may readily review the comparative ratings of each book.



I

Addison-Wesley Publishing Company

The American Experience: A Study of Themes and Issues in American History

Robert F. Madgic, Stanley S. Seaberg,
Fred H. Stopsky, and Robin W. Winks, 1971.

review...1

By almost any comparison, this text can be rated as very good. It is visually attractive, making good use of design, color, maps, graphs, and pictures. It is attractive because of its introduction to historical interpretation and its deliberate confrontation of student readers with value conflicts both past and present. The theme and issues approach provides a highly desirable alternative to traditional chronological narrative approaches to which so many teachers and students are bound. Most importantly, the text deals accurately and objectively with issues of the past as they affect today's young people. The source and continued problem of racism the contributions of ethnic groups, the sources of middle America's values, and the tensions that exist between the young and old are presented dispassionately to students who are prodded to decide for themselves where they stand on them. Little unjustified glorification or myth perpetuation is to be found. The story of what this nation was and the directions which it can move in are laid out clearly. The inclusion of provocative essays by Henry Steele Commager, Charles A. Beard, and Eric Severeid, among others, acts to further enrich an already well-written text.

The nation's collective and individual moral dilemmas are well portrayed. In terms that young people can understand, the issues of Prohibition and the proposed legalization of marijuana are related as attempts by society-at-large to control the personal habits of others. It focuses directly on other such issues as population control and the "new morality," as well as the problem of cultural lag. The text's first chapter provides insights into the positive and negative aspects of America's Puritan inheritance, as does Senator Fulbright's essay, "The Two Americas," which is included in the analysis of the roots of current American foreign policy.

The text treats the political and economic "isms" in an objective fashion. After considering the descriptions of the principles of fascism communism and the American democratic capitalist system, a student can logically compare and evaluate the benefits of one system over another. Superpatriotic trumpetings are recognized as not contributing to rational decision making by students.

The attention focused on the historical and contemporary plight of the American Negro is one of the outstanding features of this text. Little known, high student interest issues are included, such as the depiction by Paul Revere in his engraving of the Boston Massacre of Crispus Attucks as a white man. The violence done upon the Negro, North and South, and the "bitter heritage" which resulted are explored in the theories of Daniel P. Moynihan and Stanley M. Elkins. By presenting differing historical interpretations of the Reconstruction era, the text provides valuable insights into today's white racism. Black nationalism is presented as a legitimate response to white society's attitudes and policies from the 1870's to the present. Selections from the writings of Malcolm X and Martin Luther King, Jr. and a series of outstanding graphs aid the reader in relating to this posture. The challenges to the nation at large in the President's National Advisory Committee on Civil Disorders are featured in a section which stimulates each student to decide where he stands.

The relationships between the European immigrant and the American Indian is examined from the Puritan settlements through his defeat and submission. Not only is the traditional consideration given to Jackson's removal policies, but Jefferson's policies and attitudes are presented also.

In evaluating the nation's treatment of the Indian and other minorities, no shrieking moral condemnations are found. The issues and the facts are simply presented and interpretations of them explained, with the student encouraged to decide the issue for himself.

In treating the subject of immigration, the authors not only discuss interpretatively the positive notions of Americanization, but also the psychological costs to the immigrant going through the melting pot.

Even though this is a very impressive textbook, it should obviously not be the sole source of information for American History students. This is true in regard to the study of the multi-ethnic nature of American society, and specifically true in the case of the Mexican-American. If one serious fault were to be found with the text, it would be its lack of coverage of the cultural contributions and the current struggle for equal rights on the part of Mexican-Americans. Of course, this omission exists primarily because of the choices of themes and issues made by the authors for consideration in the text. Little fault can be found with the style and nature of consideration of other ethnic groups as they relate to the selected themes.

Should anyone fear that the text's approach should lead to neglect of important facts usually found in a more traditional work, they need not. Factual coverage of American history is complete. It has, however, been enriched by the conceptual approach which leads the student to an issue and value-oriented personal experience with his past.

Rating: Very Good

review...2

This handsome text of more than 700 pages is organized in eight units which take up major themes, although the succession of themes tends towards a general chronological order. The book in certain respects has much to recommend it; for example, its treatment of the civil rights struggles of the 1950's and '60's is, compared to typical practice not so long ago, much more complete, candid, and mature. Yet major segments of history concerning the black-white equation are omitted, others are poorly dealt with, and nowhere is there a basic approach to the question of the pervasive existence of racism in American life. The term "racism" is used; the latter chapters, as noted, describe some of the main features of the recent protest movement and the upset engendered in national life; but the account of black struggle is not matched by one which tells of the dynamics and magnitude of racism in American life or how it got there and how it is related to basic features of the American system. Without a substantial treatment of the nature and workings of white supremacy, the problem at hand has the appearance of a "black problem" instead of a "white problem." Thus, the authors in their concluding paragraph of the section dealing with the black struggle, do not pose the problem as the elimination of white racism but put it as follows:

> The challenge to all Americans in the 1970's is to see that those blacks who favor peaceful change do not become so frustrated by lack of progress that they join the smaller percentage of angry blacks who favor the arming of Negroes and the eventual establishment of a separate black nation within the United States. Equality for blacks and for the other visible minorities – Indians, Mexican-American, Orientals, Puerto Ricans – cannot be deferred if the United States is to survive as a peaceful, open society. (645)

The first unit, "We, the People," provides an inauspicious opening for the book. The three chapters and 75 pages provide virtually no hint that 20 per cent of the population at the time of the Revolution were Africans and only incidental references to the fact of slavery (in the discussion of the writing of the Constitution). This unit deals with the colonial period, the Revolution, the establishment of the new government, and the development of the American political system down through the period of "Jacksonian democracy." The unit concludes, however, with the following two sentences, surely a strange mixture of "facts" and ideas:

> . . . Several classes of citizens were excluded from the vote – women, Indians, and Negroes whether slave or free. The forces that created Jacksonian democracy awakened many Americans to these inequities, and their protests gave the Union its most severe test. (73)

Unit 2, "To Form a More Perfect Union," is headed by a full page color reproduction of John S. Curry's dramatic portrait of John Brown. Ch. 4, "Slavery: A Question of Social Conscience," devotes 27 pages to slavery and, toward the end, to the "free Negro" in the south and north. It may be asked in respect to the chapter's title, whether slavery is solely a matter of social conscience or also a matter of key assumptions of economic and political organization? The latter possibility is not explored. In the early sections of the chapter, the slave trade and its brutalities are sketched, the question of why black slavery came into being is explored, and the "peculiar institution" is described and analyzed. While much information is given, compared to what has been typical in previous texts, the discussion remains superficial. That is to say, the massive drive of economic exploitation that went into slavery is not adequately portrayed, nor the connection of this drive to the tremendous energies that were poured into the American Revolution described in unit 1. The description of slavery itself probably contains more detail and analysis than is usually found in a high school text, including mention of leaders of rebellions and the work of Frederick Douglass in the north, yet somehow the magnitude of the human crime and suffering, of the forces of repression and resistance, does not come through. Perhaps one reason is that the slaveowners, some of whom were given full, sympathetic depictions as leaders of the Revolution, have bare existence in this chapter. It is not clear that there were human beings and motives behind the brutality, hypocrisy, and unlimited drive for wealth that was incorporated in the making of American slavery.

The several pages treating white supremacy in the north before the Civil War represent a useful discussion of this oft-ignored subject. However, the use of the Moynihan report and of Elkins' theory at the end of the chapter, even if an attempt was made to provide a balanced discussion, reflects poor judgment. The problem that does need attention is that concerning the assumptions and heritage of racism in white America, but this problem is not addressed.

Chs. 5 and 6 take up the Civil War, the Reconstruction period, and events in the south and north after Reconstruction. In particular, the discussion in Ch. 6 of Reconstruction, Jim Crow in the south, and violence and racism in the north, coming up to the period of the New Deal, provides a relatively full and effective treatment. This should be rated as a decided asset of the book.

The discussion of the suppression of the American Indians is in the main frank and vigorous but the Indians disappear from sight with the defeat of the Plains tribes. What happened to them thereafter or the existence of an increasingly active American Indian "minority" in contemporary times is not included in the later chapters which take up contemporary problems and challenges.

Mexican-Americans and Puerto Ricans are only incidentally mentioned as among the "other visible minorities." The treatment of immigrants from Europe and Asia is forthright and challenging but rather brief. Materials on specific ethnic groups is not given.

Rating: Fair

review...3

A thoroughly "modern" history of the United States from the days of the Puritans to 1970. The volume is unique perhaps in that it is based as its subtitle suggests on "A Study of Themes and Issues in American History." More properly it is based upon themes and concepts. These are presented at the beginning of each chapter. For example, Chapter 3's main themes and concepts include "federalism," "separation of powers," "judicial review," and "democracy." Chapter 7's include "frontier," "internal migration," "manifest destiny," and "individualism." The main themes and concepts are followed by a short explanation. In Chapter 7 we read:

> These themes and concepts were important during this nation's expansion from a string of thirteen states hugging the shores of the Atlantic to a continental nation stretching from the Atlantic to the Pacific Ocean and from the Gulf

of Mexico to the Great Lakes. In reading the chapter think about the ways these themes still affect American society and values.

The main themes and concepts are summarized and elaborated upon at chapter's end. In developing the concept of the frontier in Chapter 7 the authors ask:

1. Why did Frederick Jackson Turner believe the frontier to be the central factor in American development?
2. How do you think the closing of the frontier affected American values and institutions?
3. Do you think the development of the new frontier of space will have as great an impact on American civilization as nineteenth century frontier development? Why, or why not?

In addition the ends of chapters include an overall summary of content, a time line, suggestions for map study, numerous activities and suggestions for further reading. The readings listed include those devoted to special topics, to biography, and to fiction.

The volume is particularly sensitive to the blacks in America. Individual chapters, for example, include *Slavery: A Question of Social Conscience, The Black Experience: The Negro Struggle for Acceptance,* and *Toward the Future: Challenges of the 1960's and 1970's.* The last of these chapters is particularly sensitive to the Black Revolution and the rise of black power. The authors ask:

1. How have population shifts contributed to the problem of blacks in the inner cities?
2. How do you interpret black power? Do you think black power rhetoric has helped or hindered the black man's drive to improve his life?
3. What policy choices do you think the nation should make to improve racial relations and extend equality to all races?

The American Experience is not nearly as sensitive to the other ethnic groups. The Indian is treated basically as a challenge to the Puritan enterprise although he does better in the chapter on the frontier and the Indians' westward movement. Nowhere, however, are the problems of the present-day Indians considered. Chicano and/or Spanish American travails and contributions are not touched upon; and the Irish, Poles, Italians, Jews, etc. are given, perhaps, short shrift.

But a book can not be all things to all people. *The American Experience* does exceptionally well, for example, with the history of *The City: The Nation's New Froniter,* Chapter 8. The chapter deals with the immigrants and their peculiar problems, the Americanization process, and the general problems of the city. The questions at chapter's end relate to the urbanization process, to cultural diversity, to Americanization, and to city planning.

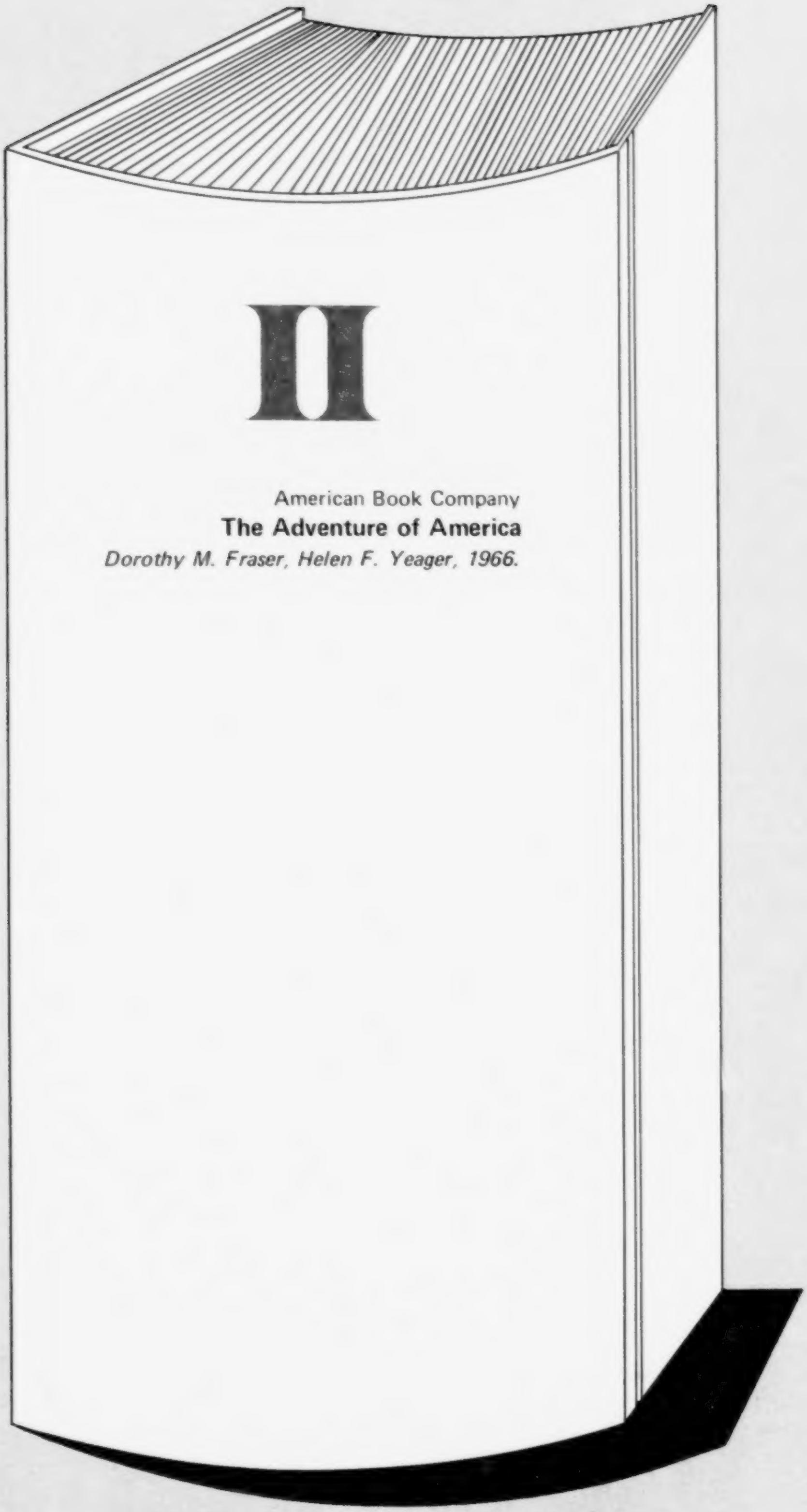
1. Would you say that your home town or city shows the result of planning or of unregulated growth? Is your town still growing, or is it shrinking?
2. Do you think some of the problems faced by our cities today could have been avoided through city planning? If so, how? If not, why?
3. What values do you believe should be pre-eminent in future city planning?

The volume does well, too, with the rise of the American economy, the responses to industrialization, in the foreign sphere, particularly with hemispheric and Asian relations, in the conflict in values during the 1920's and the depression and New Deal years. It is good, too, on the origins of World War II and its aftermath. It is particularly good on the Vietnam conflict, explaining well the rise of Diem, the opposition to him, the Tonkin Gulf incident, and increasing American involvement, and the increasing opposition to the war at home.

In addition the volume is beautifully illustrated, black and white and color both, has excellent maps and graphs, an occasional cartoon, a fine epilogue, an equally fine appendix, and an excellent index.

All in all *The American Experience* is a first-rate work.

Rating: Very Good



II

American Book Company

The Adventure of America

Dorothy M. Fraser, Helen F. Yeager, 1966.

review...1

This text introduces the history of the Americas by concentrating on the European explorations. The young readers of this text would certainly receive the impression that all of the early exploration of the region was done by Europeans only.

Although the traditional relationship between Columbus and the Indians is introduced on p. 27 of the text, a fairer treatment appears in Unit Two of the book. The first Americans are discussed with a fairly good representation, both pictorially and in written form, of their cultures and history. Generally, throughout the text, the treatment of the Indian is fairly objective. The reasons for many of the reactions of the Indians to the aggressiveness of the Europeans are explored which does help to negate and eradicate the stereotypes and myths often developed as a result of these conflicts.

The names of some outstanding Indians are used which greatly aids in establishing positive identity as well as acquainting the reader with important Indian leaders. Life in North America is presented as having existed prior to the landing of the Pilgrims.

The introduction of several of the non-traditional personalities involved in exploration appears in this text. This is an improvement. For example, the average social studies text does not include Francisco Pizarro, a Spaniard, or Estebanio, a Black. The inclusion of the following statement is a noteworthy addition: "In fact, it is probable that there were one or two Negores with Columbus in 1492." This concept could have been strengthened by the deletion of the word "probable."

The fact that Blacks also came in 1619 as indentured servants is included in Chapter 12. Although the text does treat the living and working conditions of the Blacks to some extent, the issue of the morality of slavery is not presented. This aspect could have been handled effectively in Chapter 13 and through the questions at the end of that chapter. The issue of slavery is not discussed again until the Civil War. When it is presented, a true picture of what was happening to the slaves is not given. There is no discussion of the implications of the Emancipation Proclamation for Blacks.

Perhaps the picture of a black man on Page 233 represents black participation in the Revolutionary War. The acknowledgement of black involvement in both the Revolutionary War and the Civil War is a step forward. However, students are not introduced to the fact that black participation in the Wars was a separate kind of participation. Students need to be exposed to the reasons for this and allowed to form their own opinions as to the justification for this exclusion.

The authors include the financial contribution Hyam Solomon, a Jewish businessman, but this inclusion by itself is not sufficient.

Chapter 21 and 24 provide an excellent opportunity for the inclusion of inventions made by black inventors. These contributions are completely omitted.

The text makes an attempt at presenting an objective approach to the role religion played in the development of the United States. It also attempts pictorially to include and present somewhat more accurately the participation of Indians and Blacks. The authors of this book generally have made some improvements by including some minority groups. They should be encouraged to continue their work so that the next edition will reflect accurately the influences of all minorities in the development of this country.

Rating: Fair

review...2

By the application of a variety of evaluative criteria, "The Adventure of America," stands, among recently published later elementary American history textbooks, as an anachronism In terms of more readily apparent elements, (1) only one-tenth of the text is devoted to the years following 1900, and excluding rather obvious attempts at updating by including events occurring during the last quarter century, the text could easily pass as a mediocre publication of 1945; (2) illustrations used can best be described as dismal drawings, while the single photograph, an aerial view of the nation's capital building and its immediate environs, is presented on the cover and described as "a Kodachrome of a modern city in our country, Washington, D.C.;" (3) a five-page dictionary provided at the end of the text, perhaps an afterthought, is inadequate both in coverage and in word meaning. For example, "Anthropologist: A scientist who studies the nature of man, especially in his early stages."

At a more substantive level, there is no manifest attempt to treat the American experience within a framework of a multi-ethnic or multi-cultural approach. To be sure, the evils of slavery are enumerated and the yet unredeemed status of the American black in his own society, but since little more is presented which would stimulate the student to question and to seek additional information relating to the institution of slavery, the facts of discrimination and prejudice, or the consequences of both to the groups involved, the effect is that of a superficial lesson in civic morality. Little effort is directed to developing any generalizations which could be used by the student to analyze events occurring at different times, but which may be conceptualized on the basis of common themes. Instead of this, the reader is reminded that x event was discussed previously or that y conditions are related to z conditions which were presented two units back. But even here the weakness of the writing belies an inability to accurately synthesize a series of events. Thus, for example, it is stated, "These eastern tribes had been moved onto the plains to make room for settlers."

The establishment of colonies in the New World by North Atlantic European Powers is treated in this textbook in a manner typical of textbooks written a generation or two ago. While there is perhaps less emphasis placed upon military commentary and more of a tendency to make judgments in terms of a democratic values in this writing, there is little evidence that efforts were made during the preparation of the text to consult the voluminous scholarship produced in the last two decades or to become familiar with the development of concepts and theories in the social sciences during the same period. Thus, instead of belaboring the point that religious freedom was not practiced in the Massachusetts Bay Colony, the development of the idea of theocracy and the social structure of Puritan society could have been dealt with in terms suitable to the sophistication level for later elementary students, yet intellectually honest. Rather than repeat the usual tale of the New Amsterdam settlement, it could have been noted that some eighteen languages were spoken on Manhattan Island even before the island's capture by the English, and from this early beginning New York continued to reflect a cosmopolitan character for over 300 years, not to mention the salient role played by New York as the locus of metropolitan America.

Another example of the sometimes shoddy scholarship is a discussion of Europe circa 1000 and the Crusades. In both instances the existence of the Byzantine Empire is overlooked. Although large cities indeed may not have been extant in Western Europe, or that part of Europe which could be identified as Romano-Germanic in terms of culture, the great city of Constantinople did exist and did represent the cultural center for a continuity of Hellenic culture from its ancient antecedents, in addition to being the center of Orthodox Christianity. An accurate appraisal of the Crusades cannot avoid the imperialistic motivations of the West vis-a-vis the Byzantine Empire and the consequent destruction, pillage, and desecration of this great city, and the death rent by the Crusades. It is difficult to understand the decision to include a section on the Crusades as part of Chapter One and to leave for Chapter Four a discussion of the great

Indian civilizations.

The lack of a multi-cultural or multi-ethnic approach in this textbook is epitomized in the observation that, "Today the United States is called a 'melting pot' because people from many lands have come together to make one nation." The manner in which the American society has developed by means of an almost continuous arrival of a variety of peoples is not clearly presented in this textbook. Little understanding of the who, how, what, and why of immigration and cultural diversity in American history is displayed in this work. Unfortunately, the book as an entire enterprise provides the student little beyond a narrow compendium of historical information.

Rating: Poor

review...3

American Book Company's later elementary American history text, "The Adventure of America," is, with few exceptions, a story of white men on the move from the East coast to the West coast in the name of progress. There were a few problems for the righteous white settlers, but they handled Indian wars, runaway slaves and revolts with the same patience one would handle a broken wagon axle. One gets the feeling that had the white settlers had more time to explain their mission to those opposed, many of these difficulties could have been avoided.

When Columbus landed in San Salvador his ships "atttacted many of the copper-skinned people who lived on the island." Later – "He took six Indians with him, planning to present them in Spain." Kidnapping is thus handled in a manner of fact tone that continues throughout the book.

There are no photographs in this text and most of the illustrations appear in the margins. They are frequently vague and unclear, reminiscent of the accompanying written material.

The book acknowledges that Balboa took with him on his search for the Pacific ". . . almost two-hundred Spaniards, about thirty Negroes, and about a thousand Indians . . ." The role of the Negroes and Indians is not made clear in the text but the accompanying pictures shows Balboa standing at the edge of a cliff with a black man standing behind him holding his helmet and weapon. He appears to be a trusted Valet.

One chapter is devoted to the Indian cultures present in America prior to the European's arrival. No mention is made of the way in which these cultures were later destroyed.

This book devotes 335 pages out of a total of 404 pages to pre-reconstruction of America. The Twentieth Century is covered in 54 pages. There is little in the book to indicate that the United States is multi-ethnic or pluralistic. Seven individuals who were immigrants are mentioned by name. Their contributions to America are cited. The National Association for the Advancement of Colored People is mentioned by name. No black leader is mentioned. The entire section devoted to the contributions of Non-Western European immigrants is limited to three paragraphs. It is only in the last unit that blacks are shown through illustration in any situation other than slavery or escaping from slavery. There are seven illustrations in the last unit showing blacks fighting in World War II, working on an assembly line, addressing the United Nations and working in various service professions. Pictorially, Orientals exist only as military leaders during World War II and as recipients of UNICEF contributions.

The underlying assumption in this book, as alluded to earlier, is that the United States is a wealthy nation founded by White Northern Europeans for White Northern Europeans. The old cliche "America as a melting pot" is used, but the assumption seems to be that once you are melted down you are stamped into a rather uniform mold adhering to or at least desiring the life style of white suburban America.

The questions asked in the chapter reviews and unit reviews of this book are rhetorical and convergent. The solutions offered for problems are simplistic and generalized to the point of becoming inane. The book states "Many problems still exist, but progress is being made." The assumption here is that all we need do is wait. Some present day problems are mentioned but a book that devotes twelve percent of its content to the twentieth century can not do justice to the problems this nation faces today.

It is also worth noting that the last chapter is rather disorganized. It seems to have been written with the intent of quickly bringing the text up to date and forstalling criticism regarding lack of information about minorities and their problems. Injustices to minorities are lumped together and never defined specifically. The inhumane treatment of the Japanese on the West Coast during World War II is referred to as "other forms of injustice" and is included in one sentence which also deals with the persecution of Chinese and Mexican Americans as well.

The standard myths frequently associated with traditional elementary American history books are, for the most part, not included. The Puritans are discussed in terms of their religious motives for coming to America but also it is mentioned that many came for business opportunities. Their life in America is described as strict and the point is made that though the Puritans left England for religious freedom they were unwilling for others to have the same freedom in their colony.

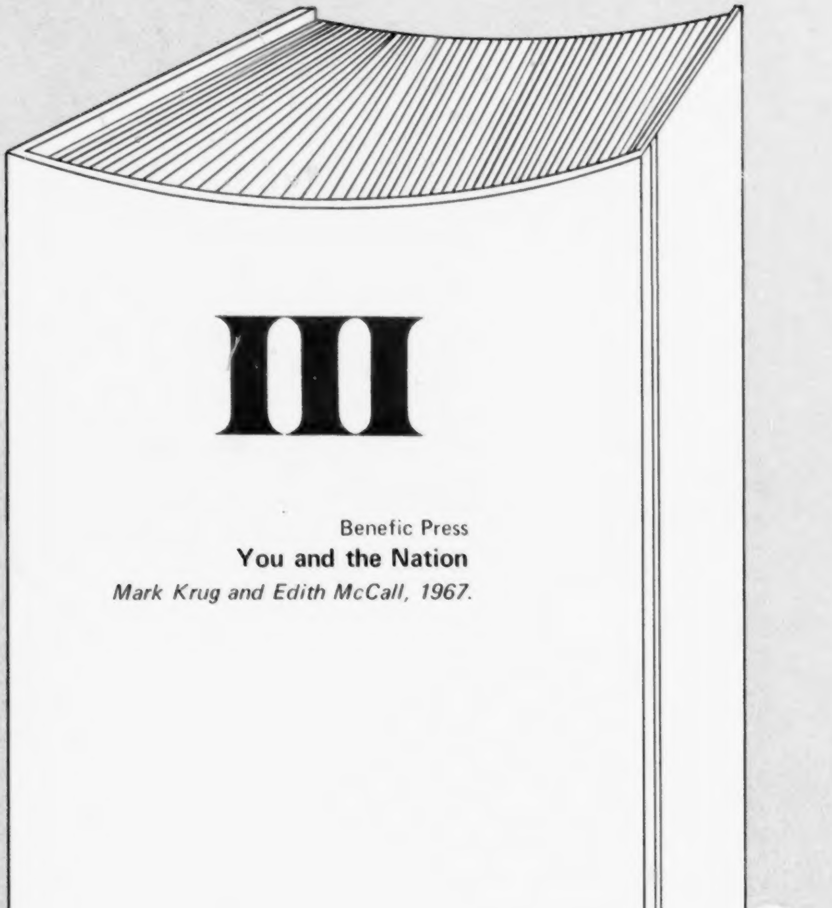
It is understandable that authors may wish to minimize accounts of suffering, cruelty and violence when writing for young children, but the omissions in this book are far too many to be ignored. Slavery is never mentioned in a positive manner but little space is devoted to slavery as it was experienced. The impression is one of an unfortunate state of affairs that was corrected as quickly as possible.

The authors suggest that the reader can understand that the Indians were upset when white men failed to pay them for their land, in Virginia, but again nothing is included to describe what happened to the Indians after their land was taken.

Three paragraphs are used to describe the way in which the plains Indians were deprived of their livelihood through the destruction of the buffalo herds. The book then indicates that the Indians resented this.

In summary, this book does not provide a realistic picture of our past, devotes very little space to recent events, and glosses over all of our problems. The Adventure of America is a bland watered down story that few youngsters would be able to associate with the real world.

Rating: Poor



III

Benefic Press

You and the Nation

Mark Krug and Edith McCall, 1967.

review...1

On the whole, *You and the Nation* is a factually accurate work which achieves a tone appreciably different from most texts in the field. But it suffers from lamentable shortcomings. While many of its omissions are understandable given the limited space devoted to any particular topic, some are inexcusable For the sake of convenience, significant observations will be made which pertain to, (1) the period before Reconstruction, (2) the post-Reconstruction era to the turn of the century and, (3) from 1900 to the present.

Practically nothing is said of African cultures or societies. An effort is made, by contrast, to discuss the origins of the white indentured servants. Blacks suddenly appear in the New World as if from the head of Zeus and are treated as if they were not indeed *settlers*. And for some unexplained reason the authors do not treat the dreaded "middle passage," a topic which traditionally receives notice. The point is not minor since the inhumanity which characterized the institution of slavery is clearly revealed by those who engaged in the nefarious trade and by those who purchased their "products" in quest for economic survival and profits. The text condemns slavery, to be sure, but the focus is still on slavery as an institution rather than slavery as a dehumanizing experience. Importantly, the authors should analyze slavery and its effects as unwanted "presents to us from the past." The fact that a black continues to be associated with a once enslaved group in itself deals a deadly blow to the concept of pluralism; and this must be stressed. Perhaps the section on "Opinion Roundtable" would be a good place. Finally, on the issue of slavery (though one understands the necessity for some of the Parson Weems approach in school history books), there is a sense of human tragedy when one reads that George Washington in 1750 "was helping to manage a small plantation on the Rappahannock River, worked by twenty slaves." He was, the authors write, "learning to direct the work of others, as well as to live as a gentleman, *acquiring social graces and skills.*" (p. 73 – italics are mine).

You and the Nation does adequately show the diversity of people who helped mold the country. When one turns specifically to blacks, the search is in vain for Benjamin Banneker, Phillis Wheatley or, collectively, for those gallant Afro-American soldiers at Lexington, Concord or Bunker Hill who fought to create a Republic where men would be "free." Generally, the role of black troops is not adequately discussed, although the authors do include a picture of a group of infantrymen who participated in the Civil War. (p. 326) Little is said of Lincoln's opposition to the enlistment of blacks during the first years of the war, or his plans for colonization. In line with the traditional approach, the Great Emancipator is properly featured as a great statesman; but Lincoln was fallible and far from being the true democrat, as illustrated in his speech at Charleston, Illinois and other places. Certainly, the president can be treated more objectively without destroying what he certainly was – a great man who, as all mortals, possessed faults.

The period after 1877 proves equally as weak as the previous one. The text must be lauded highly for the incorporation of much of the revisionist writing of the last decade, but an essential point it fails to emphasize is that many of today's problems have resulted from the economic failure of Reconstruction. This book also fails to elaborate on the system of Jim Crow which developed after the Civil War – a system sanctioned by custom long before the United States Supreme Court in 1896 gave the country its infamous *Plessy* decision. The text needs to turn to *Plessy* directly, otherwise how can students properly comprehend *Brown?*

The third period provides little contrast to the preceding two. The most obvious developments in black history are often left unmentioned, probably from honest oversight than from conscious intent. Because of omissions Woodrow Wilson never sanctioned segregation in the federal departments at Washington; Marcus Garvey had no vision of a back-to-Africa movement; Jean Toomer never sparked the Harlem Renaissance; and A. Philip Randolph never threatened a March on Washington. Truman and civil rights are discussed, but more current developments receive only brief mention. Social history related to most minority groups is overlooked. In fact, little attention is devoted to those groups which have been mired in poverty either because of public policy or for some other reason.

There is, however, much to be appreciated in *You and the Nation.* And if this reviewer has focused on its weaknesses, that is because much remains to be done if textbooks are to promote that pluralistic society America has proclaimed for years.

Rating: Fair

review...2

Attempting to review *You and The Nation,* Mark M. Krug and Edith McCall, represents a labor fraught with a kind of double vision. Years ago, the average junior high school teacher would have been delighted with a text that seemingly covered all the possible areas of general inquiry in American history. After all, what could be better than to assign students readings which were short, interrogative in form, i.e. they always begin with a how, what, or who question, and be provided with unit questions, puzzlers, and activities. What's more, even opinion-round tables that suggest critical thinking through the process of substituting the reader in the place of the historical actors brings a kind of simulation to restless teenagers.

On this score, the text is to be frankly credited with a format that lends itself to easy teacher assignment and possibly to simple procedures for student homework. It is precisely here where the book demonstrates its greatest shortcomings in the midst of seeming plenty.

In the most basic sense, this book follows a subtle and sometimes not so subtle, form of brain-washing in that the student looks for answers to slotted questions and unbeknowns to himself is operating out of the perspective of someone else's selections as to what is important.

Because the book is organized in this way throughout, it matters not that the material itself is useful and even varied. The contents of this book embody units that deal with living in the U.S. in certain key periods, transition from colony status to nation, the great American crisis of the 19th century, and chapters about problems of the 20th century.

There is a tendency to see all questions as topical issues rather than an organic seam of social life that is evolving in multiple ways with multiple problems.

"Classic" omission of our important last decade and a half is made here with a few short shrift references pressed into service to cover the most stimulating contemporary period for the student. One might even add that the treatment of the 20th century aside from the wars pales by comparison to the beginning and middle of the book in which there is an attempt to present the big picture.

The very thematic titles give the impression of manifest destiny onward and upward, a built-in American success story. When controversial matters are dealt with, alternative interpretations are rarely available for individual evaluation. The author should provide such information even if he wishes to maintain a non-normative stance on any particular question. Thus, there is a lack of open-endedness that runs through the text coupled with a subtle ethnocentrism.

Diversity and pluralism are recognized in a way that is more in keeping with the past and present variety of life styles, but in a somewhat attenuated manner. The writer is not insensitive to moral issues or the need for a positive ethnic self-image, but these aspects do not take a priority role in the unfolding sequence of national detail. The impression one comes away with is that a kind of pre-determined mold helped to shape the destiny of this country and continues to hold a fortuitous influence in its future. . .'you and the nation' are expected to eat the whole thing."

There is no explicit recognition of the ethnic factor in American development. The organic character of the corporate nation is assumed throughout. Missing is the kind of group focus contemporary social studies so sorely needs. There is a strong tendency for "civics oriented" materials to dominate the historical narrative. If the instructor feels that this is the most important path to follow, this book is a good choice.

However, it would seem that a more broadly based approach that utilizes the social outlook of the behavioral sciences is more in keeping with current emphases and student needs. Thus, Teddy Roosevelt and the Rough Riders charging up San Juan Hill in the Spanish-American War may well deserve less attention than he gets here, or at least a more balanced account of Cuban developments from a sociological perspective is in order.

Nevertheless, there is a place for heroes and the development of the national ethos in a school text and this book by no means is a compilation of "patriotic gore." Perhaps this age level requires a good sized helping of inspirational models.

Every so often, just as one begins to "turn off" from too high a percentage of implied jingoism excellent critical points are raised. "A time of corruption" in which railroad scandals are tied together with a growing reign of terror in the South, after the Civil War, is a case in point. An explanation of the critical 1876 election with its consequent turning point effect on the fortunes of Southern Blacks would have been useful in explaining the Black experience. Additional first-hand readings from which the student could directly cull his own understanding of historical events, would strengthen the net utility of this volume.

Here and there are some rather good general sections such as Civil Rights as a problem area for Americans today, Pg. 562. Were some choice selections to be added, a number of passing references to "sit-ins", Civil Rights Commission, etc. would be fleshed out with more concreteness and hence educational impact.

In view of the revisionist contributions to American post World War II history, there ought to be some attempt to deepen our understanding of this period. It is dealt with here in a rather standard fashion that is probably as good as other texts, but in a book which emphasizes the national approach above all others we have a right to expect more.

In tracing a sample ethnic group like the Jewish people, one finds four references. In each case there is little detail or comprehensive treatment. Immigration, Samuel Gompers, the KKK, and the middle east, are the correlates for occasioning this spare treatment. It should be admitted that weak as this may seem to one interested in a fuller accounting of a particularly ethnic group, there are many volumes currently in use with a weaker track record in this area.

Over and over again, one has a recurring feeling that judged by yesterday's standards, this book is a decided improvement in dealing with the development of the American nation. Viewed through the contemporary prism of a multi-ethnic, multi-racial perspective that our society in the last decade has come increasingly to accept as the true given, the text does not measure up. There is an implied pluralistic outlook that permeates the materials intermittently and thus with sensitive teaching skills it could afford some value, especially in the area of civic orientation with the nation-state as the supreme actor.

In summary, one and a half cheers for this fair text.

Rating: Fair

review...3

You and the Nation by Mark M. Krug and Edith McCall at one time may have been considered an acceptable multi-ethnic U.S. history textbook, but unfortunately its age is showing. Published in 1967 (therefore written in the early-to-mid 1960's), the book does not reflect the multi-racial, multi-ethnic, and pluralistic nature of our society. Rather, it is a generally traditional U.S. history text, emphasizing such standard themes as political and military heroes, wars, international relations, and electoral politics. As for ethnic groups, it is best (but not good) on the Native American, includes the Black American, gives token recognition to the Chinese American, and ignores the Mexican American, Puerto Rican, and Japanese American. Moreover, while making some effort to present multi-ethnic aspects of the colonial and early national periods, the book fails almost completely to deal with ethnic groups in the twentieth century.

The authors attempt to show the Native American perspective by indicating Indian heroes, explaining Indian suffering at the white man's hands, presenting Indian perceptions of U.S. intrusion into their lands, and asking open-ended questions which explore these issues. However, the book's general tone is still generally Anglo ethnocentric. Even when lauding selected Native American cultures, the compliments are sometimes backhanded, with value judgments based on how close the Indian's society approximates the Anglo "civilized" model. For example, when discussing southern Indian civilizations the authors write that "some of them especially the Cherokees, were quite civilized, farming the land much as the frontiersmen did, and building permanent homes." (p. 153) Moreover, the traditional U.S. historical double standard is used in portraying Anglo-Indian conflicts. For example, in one section on U.S.-Indian wars, one Sioux victory over an Army unit is described as "they *slaughtered* (emphasis of reviewer) the entire company," and the Indian victory over Custer's army at Little Big Horn is called "the most famous *massacre* in United States history." Yet when the roles are reversed three paragraphs later at the Battle of Wounded Knee, the event is no longer a slaughter or massacre, but merely an event in which "troops *killed* about two hundred Indian men, women, and children." (pp. 360-361)

The book's treatment of the Black American is even weaker. There is some criticism of the practice of slavery and, as in the case of the Native Americans a periodic parade of Black leaders. Yet, the book devotes relatively little space to such critical topics as the slave trade and slavery. Moreover the authors take a generally soft, at times ambivalent position on slavery, which is presented more as a political than a moral issue.

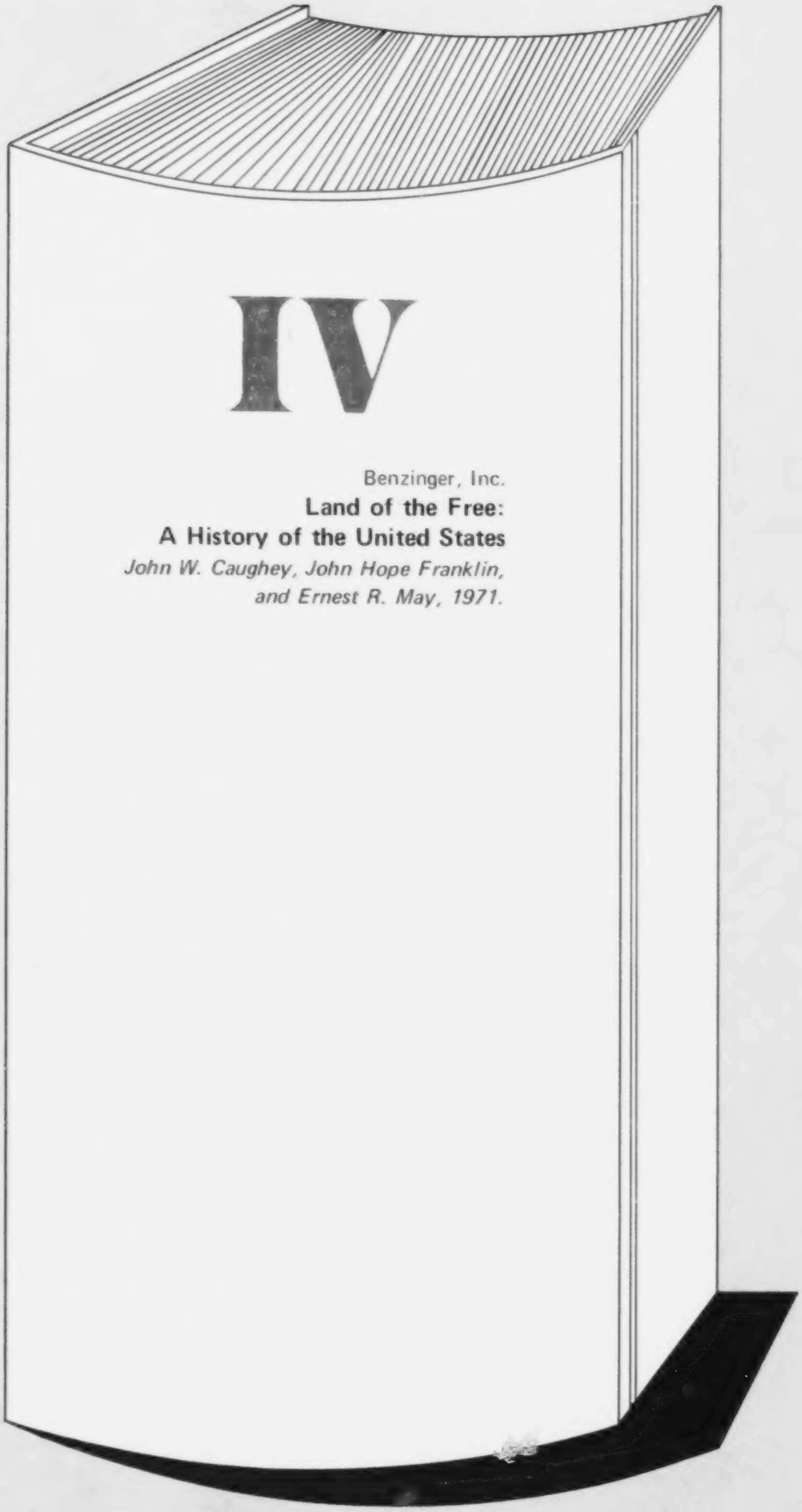
Far too little attention is devoted to the establishment and development of Mexican civilization in what was to become the U.S. Southwest. The authors provide a generally balanced picture of the Texas Revolution and the U.S.-Mexican War, although they do not mention that some Mexicans fought and died on the Texas side during the Battle of the Alamo. Possibly the greatest failure is the cursory description of the 1848 Treaty of Guadalupe Hidalgo as simply a territorial exchange. The authors ignore the fact that the treaty also incorporated some 75,000 Mexican people into the U.S. and guaranteed them special group rights that subsequently were ignored.

In multi-ethnic terms, the book's twentieth-century sections are particularly deficient. The principal error is one of massive omission. In these sections, ethnic groups (except Black Americans) almost never appear. For example, in its discussion of pre-1920 immigration, the book's European orientation is reflected by the statement that "the immigrants tended to cluster in the eastern cities," (p. 482) a generalization which ignores the Mexican and Oriental immigration. For that matter, the Chinese receive only a single page in the entire book, while the Japanese and Puerto Ricans are totally ignored. The non-Black ethnic students will find little or nothing in this book that promotes a positive self-image.

In contrast to the pre-twentieth-century chapters, which raise a few controversial ethnic issues, the twentieth-century chapters are relatively devoid of controversy. Little attention is given to the crucial present-day problems and societal obstacles confronting ethnic groups. Only two pages are devoted to the Civil Rights movement, and even here the multi-ethnic nature of this movement is ignored. The authors simply equate it with "the Negro's right to equal opportunity with *other American citizens.*" (p. 562) This incorrectly implies that all "other American citizens" have equal opportunity, thus neglecting the problem of lack of equal opportunity faced by members of other ethnic groups and the active role of these other groups in the civil rights struggle.

In short, despite some attempt to present a Native American perspective and a cursory discussion of Blacks, Mexicans, and Chinese, this simply is not an acceptable multi-ethnic U.S. history. For a mid-1960's book, it reflects some recognition of the need to deal with America's multi-ethnic heritage. However, it is no longer the mid-1960's, and the authors have not transformed recognition into effective overall discussion of our culturally pluralistic past and present.

Rating: Poor



IV

Benzinger, Inc.

Land of the Free:
A History of the United States
John W. Caughey, John Hope Franklin,
and Ernest R. May, 1971.

review...1

Land of the Free: A History of the United States is a chronological, survey text, employing a traditional, narrative approach, intended for eighth grade students. According to the teacher's guide, one of the anticipated outcomes is "developing awareness of the role of racial and ethnic minorities and regional groups in American history and of their contributions to the development of this nation." The central concern of this report is evaluating the degree to which the text does in fact achieve that stated goal.

Information about a variety of ethnic and racial groups is presented in *Land of the Free.* Diversity in the American society is presented. Americans of various racial backgrounds are shown in pictures, and these often depict minority group members in leadership and authority roles. These are well integrated in the text, as are references to minority group individuals who have performed significant acts or been associated with important events. Racism and ethnic discrimination are presented as persistent problems; though, as will be discussed later the treatment of these issues is inadequate.

Moral positions are taken by the authors on these conflicts. Unfortunately, since it fails to clearly distinguish between empirical claims and value statements, the book tends toward value indoctrination rather than value clarification. Students are therefore deprived of opportunities to reflectively examine their own attitudes about racially and ethnically different people and about the moral problems which face this society. Strategically, value indoctrination is ineffective in achieving "affective" goals.

Besides that consideration, the degree to which the book contributes to positive views toward the culturally different must be qualified on other grounds. Ethnocentric views are found in the work. For example, after correctly describing and praising the Aztec culture, the authors introduce their discussion of other Indian cultures, saying that other Indians were much more primitive (of one group's culture, the authors conclude that it produced people good only at basket making). Absolutely no consideration is given to analyzing the validity (invalidity) of applying a single evaluative standard to judge the quality of culture produced by peoples dealing with unique, historical circumstances and attempting to maximize their own values. Cultural relativity is an in-sight thwarted by frequent statements judging the quality of other cultures from an essentially ethnocentric perspective. Although information about numerous ethnic and cultural groups is presented, the factual narrative account does little to help students develop sensitivity for either majority or minority as people who had lived, worked, and left a cultural legacy. It does little to increase students intellectual perspective of and empathy for cultural variations among human beings.

The analytical framework for studying race and ethnic relations lacks substance. Throughout *Land of the Free,* democratic ideals are presented as givens, and discussion centers on the degree of correspondence between those ideals and American behavior. Racism, ethnic discrimination, and intergroup conflict are presented as examples of undemocratic behavior. Normative urgings for students to intensify their belief in abstract, democratic ideals follow those discussions.

Of course racism is undemocratic, but it is naive to conclude that it has persisted merely because the majority has not always acted democratically. Equally shallow is the implicit assumption that Americans will reform "undemocratic" situations once they have been made aware of them. Such an approach fails to understand the cultural and social factors which have perpetuated racism on this nation *despite* a history of democratic beliefs. The thesis of *Land of the Free* also fails to suggest the complexity of human behavior in a society where individuals and groups compete constantly for wealth, power, status, and authority.

In summary, *Land of the Free* presents information about various racial and ethnic groups. Though it is superior to texts which are "lilly-white"-"purely Anglo," serious problems remain. Ethocentric views are presented. The handling of racism is superficial, fails to grasp the complexity of human behavior, and presents simplistic solutions to complex social problems. Its effectiveness as a teaching tool is questionable.

Rating: Fair

review...2

Land of The Free is an improvement on earlier textbooks, although it starts off with a celebration of American greatness – which school kids could well do without – it does accomplish an essential task of including Blacks, Indians and Chicanos. The authors, however, are all "Main Stream," historians and present a rather dry narrative.

The early part focusing on Indians is fair, but only because finally they were included somewhat positively. The interpretation of the Indian material did not raise certain key questions about the systematic genocide practiced against the Indian people. Much more data should have been presented to show how Indians and Blacks were oppressed to further the political, economic and cultural consolidation of White Americans. The rise and development of institutional racism should have been isolated for special study, since it is the dominant social problem today.

Pertinent Black facts were presented fairly well but were not worked in well, e.g. The triangular trade enabled the Western White world to get on its economic feet. The basis of the trade was African slave labor. The authors should have pointed out how a culture of racism developed as a result of the slave trade. They should have also pointed out that African people were scattered all over the new world forming a Black diaspora with connecting cultural links that would later surface in the 20th century as cross-cultural social movements, e.g., Marcus Garvey, Pan-Africanism and cultural nationalism. (It should be understood that even though one of the authors is "Black?", he is very moderate and neglects to mention important Black social movements in detail).

The book lacks the spirit of racial struggle that Americans have had to go through. More should have been presented on the historical antecedents of racism since the Kerner Commission considered it the most important problem in present-day America.

Too often textbooks are put together by middle-class historians – Black and White – who have a middle-class bias in selecting data. This book is no exception. Very little is mentioned about the culture of poverty existing along side wealth and how this is a contradiction in a so-called Democratic country. The War on Poverty should have been studied in detail so high school students would see it not as an aberration but as a normal part of "The American Dream."

The authors narrate but do not analyze crucial historical events: How has American ethnocentrism affected American foreign policy, particularly in Vietnam? What does the rise of social movements tell us about the problems inherent in our social order? Why has racism persisted and what social change techniques should be used to offset human destruction? It is not enough to include previously ignored minorities. The authors should have posed questions about the social order which attempted to ignore them – and why.

The authors mentioned the Chicano movement but did not link it to the Black movement as an index to American democratic shortcomings. It should have been pointed out that both the Black and Chicano movements were/are parts of a world wide non-white movement, e.g., African, Asia and Latin America.

Most readers of this textbook would get the impression that America does not have any really serious social problems. No one single domestic problem is followed through from the colonial times to the present, like racism and inequality of income distribution. The book should be social-problem oriented instead of period-oriented because certain problems have superseded periods.

The writing is also too text-bookish. This goes counter to the youth movement today. More imagination is needed. There was no material, for instance, on the rise of the alientated youth, the drug culture or pop-art. These things are history too! The authors writing the book are too emotionally remote from their audience. Most high school students reading this text would be turned off by the manner and style in which the material is presented. They would not have deep feeling about the complexity of the American historical experience and they would feel no reason to read any other textbook; instead they would go to social issue and problem-oriented paperbooks.

In conclusion: The book is an improvement – but still has a long way to go in presenting and interpretating the American experience. One should seriously take into consideration the social class of the authors – be they Black or White – as well as their philosophy of history. There is a very definitely class bias in the text.

Rating: Fair

review...3

In 1965, when this book's first edition appeared, *"Land of the Free"* represented the first major departure from the "traditional" texts, which not only whitewashed American history in terms of personalities and motives involved in significant events, but also literally, in terms of the color of major participants. Indeed, the contemporary demand for honest presentation of history, which "tells it like it is" (or was), and which requires inclusion of the contributions and participations of America's minority community, owes much of its success to the appearance of this particular book.

The 1971 edition, representing the third revision, continues on in the tradition of its beginnings, but perhaps not far enough. It does not present a consistent attempt at inclusion of all minority groups, and only partially avoids the pitfalls of some of the more traditional approaches. For example, *"Land of the Free"* was one of the first books to avoid calling the invasion of Pearl Harbor a "sneak attack", calling it, instead, a "stunning surprise." (Interestingly enough, none of the books previously that this reviewer had seen, called Washington's early Christmas morning deceptions of the Hessians, "sneaky," but rather, "brilliant." Most did, however, refer to the Japanese attack on Pearl Harbor – when they weren't called "Japs" "villainous," "heinous," "sneaky." It was this double standard of analysis, as much as the lack of minority inclusion, that led to press for philosophic revision.) This is not to suggest that the two are necessarily analogous, as to emphasize the difference in language style.

Nevertheless, two pages later, the authors do refer to ". . . Japanese sneak attack on Pearl Harbor." However, this book does a creditable job in commenting on the economic advantages of WWI, WWII, American colonialism, U.S. imperialism etc. This is not to say that the United States is viewed from a radical political philosophy; indeed it is not. It is to suggest, however, that American history is not viewed as a series of vapid, selfless, martyr-strewn, and always motivationally pure sacrifices by heroes and heroic deeds, far beyond comprehension of students who know life, and equally beyond identification by those same students.

Further this book, refused originally by a number of publishers who feared it might be too "controversial," presents one of the most honest appraisals of social problems this reviewer has seen. Perhaps its high point is the integrity and clarity with which it deals with urban decay, social change, racism, political extremism, dissent, etc., not only contemporarily, but historically, as well. It further is excellent in explaining political events in terms of both the personalities and political compromises involved in particular issues.

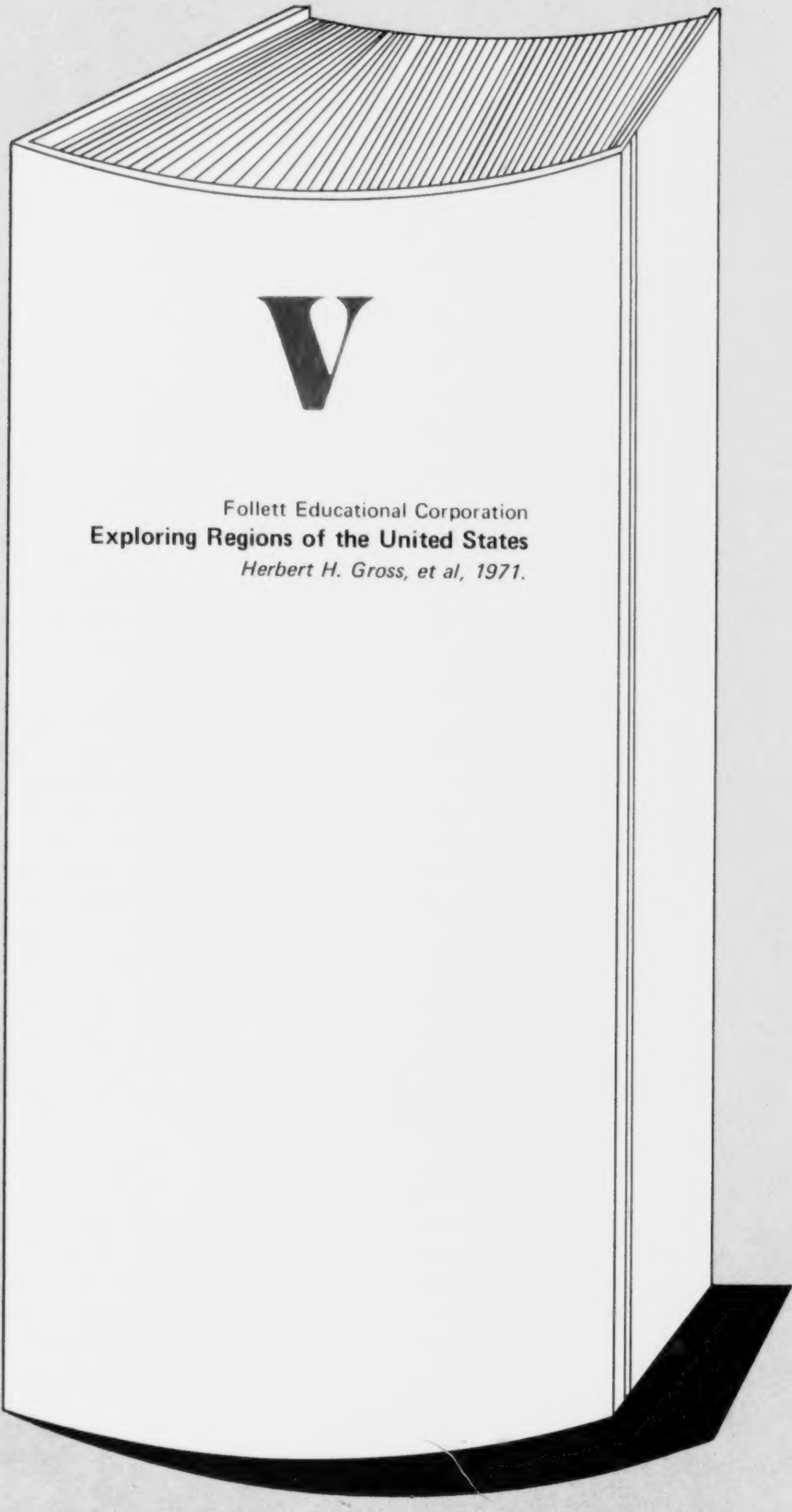
Its shortcomings appear in three areas: inadequate and incomplete inclusion of minority individuals, including a less than complete chronicling of most minority groups; a dull and inadequate treatment of pre-civil war history; and bibliographic sections which are neither inclusive nor particularly current. Blacks fare the best in inclusion, but are not as widely represented as they could be; Indians in a historical context appear, but not contemporarily again until they "take over" Alcatraz Island; Jews are not adequately treated, although there is, in some instances, better cognizance than in many texts (Arthur Goldberg is identified, Bernard Baruch, Jacob Riis, Jonas Salk, are not; others are not mentioned); Chicanos (Cesar Chavez is pictured), Chinese and Japanese are mentioned, fairly, but few are individually identified. Other nationality groups are also dealt with. Women fare the worst.

In short, *"Land of the Free"* is very good, indeed better than many texts, in presenting an objective analysis of American history, and of including the contributions of minority groups. Perhaps no text by itself, is adequate to the redress of historical exclusion.

On the other hand, the book is not perfect; it does have shortcomings, and the use of this book, as with most, will require supplemental text material, as well as teacher-led content which the book has either not dealt with or dealt with inadequately. Nevertheless, on a scale of "poor" to "very good," this reviewer would rate *"Land of the Free"* as "good."

The book is divided into ten separate Units, each having three or four separate chapters. The Units are titled "Earliest America," "Colonies of England," "Founding A Nation," "Developing the Nation," "Rise of Democracy," "A House Divided," (slavery, civil war, post civil war: excellently handled), "A New Economy," "Society Reshaped," "A Changing America," "To Our Own Day," (subdivided: "From World War to Cold War"; "On the Home Front," "A Time of Reckoning" – an outstanding Unit!), with the Constitution, the Bill of Rights, a listing of the Presidents, and a Glossary of terms as the appendices; the index is quite adequate.

Rating: Good



V

Follett Educational Corporation
Exploring Regions of the United States
Herbert H. Gross, et al, 1971.

review...1

Socrates rejected the written word as a learning device because it stifled thought, and social studies textbooks repeatedly have proved him correct. *Exploring Regions of the United States* not only vindicates that ancient Athenian as the wisest man in his time, but elevates him to prophet par excellence in our day.

Although this volume is prominently labelled as "New Revised" it repeats once more the same forced ill-fit between American history and United States geography which has characterized the same publisher's textbooks for the past two decades.

1. Without historical accuracy a textbook should be rejected forthwith.

a) Any straight factual account of the 1492 transatlantic crossing provides ample data to dramatize the achievement of Columbus, master seaman and genius navigator, without faking line after line of verbatim conversation about which no verifying evidence exists.

Example: Bartholomew: "It sounds like a wild dream, Christopher, but I believe you can do it.

Christopher: "I am going to carry out my plan – somehow." (p. 47)

Yes, it might have happened that way, but it might not have, too. Since conversations as reported are imagined, Follett has produced fiction, not fact – a reader, perhaps, but never a history.

b) During the first 1621 meeting between the local inhabitants and Pilgrims (p. 121), this volume continues its verbatim conversational inventions increasing the inaccuracy and forcing an erroneous conclusion.

Example: "We cannot let them come into the village," argued Captain Standish, "They will see how weak we are and attack us."

"Not if we treat them kindly," said Governor Bradford. (p. 121)

Ironically, the Indian-Pilgrim conferences of March, 1621, resulted in perhaps the one Indian Treaty of which future generations need not be ashamed. Based on reciprocal interests it produced a mutual trust which lasted over 40 years – a record for any United States treaty. Incidentally, the source documents and records show no disagreement between the military and civil representatives of the Pilgrim society. Instead all Pilgrim authorities behaved as polished diplomats during this first Summit Conference. Oh yes, William Bradford was not the governor, John Carver was.

c) When the authors wrote "During the War, President Lincoln had declared *all* slaves in seceded states to be free," (p. 274) they simply admitted they had never bothered to take the time to read the Emancipation Proclamation which, of course, says no such thing.

2. Textbooks rarely take moral stands on human conduct, but perhaps *Exploring Regions of the United States* is an exception. Concerning the issue of war and peace, this textbook, although not totally rejecting war as a method for problem solving, tends to develop a system denoting degrees of the war-evil.

Regarding the American Revolution the authors state:

> Before the war ended, many thousands of Americans had been killed. Boys and girls lost their fathers. Older brothers were killed in the fierce battles. (p. 193)

Concerning the Civil War the text reads:

> The war was a great tragedy. Americans fought Americans . . . Many officers were . . . southerners. They could not bring themselves to fight against relatives and friends. (p. 271)

From such statements degrees of moral judgments can be formed:

1. It is a greater evil when Americans are killed than when British and Hessians are killed.
2. It is even a greater evil when Americans kill other Americans.
3. It is the greatest of evils when Americans kill other Americans who are their relatives and friends.

Can we logically deduce from these premises that: –

> The further away another human being is from you the less tragic is his death.

Armed with such a conceptual model our modern fifth grader can readily apply what he has learned to Vietnam and happily conclude that since the Vietnamese are the furthest from us, geographically that is, possibly virtually no evil exists in their violent demise. Furthermore, if most of those killed are only women and children the evil is again reduced.

3. To portray America from an ethnocentric view would naturally detract from any learning objectivity. This text avoids any "American" ethnocentric unbalance completely, if you're an Indian that is. . . .

Given an opportunity to relate the historical development and achievement of the five civilized tribes during their sole occupancy of the Indian Territory for over 60 years, the authors chose to dramatize instead the one day in the history of Oklahoma when 50,000 settlers destroyed the dreams of John Ross and Sequoia in the West's last and greediest landgrab.

Apparently the "thousands who dashed to claim the land they wanted" had been justifiably provoked since "For many years white people were forbidden to live in Oklahoma," because our government had dared to "set it aside as a home for Indian tribes." (p. 247)

4. Objectivity demands that both sides of controversial issues be presented. Once again Follett does not disappoint us. In response to the question, "How were slaves treated?" both sides are given equal space.

For

> "Many plantation owners insisted that their slaves were well fed, well housed, and given good clothing and kind treatment." (p. 268)

Against

> "But on hundreds of plantations the slaves had poor shacks for homes, did not receive enough food and clothing, and were whipped for punishment." (p. 269)

From such evidence our advanced thinking student has little choice but to conclude the controversy being discussed is not racist slavery at all, but good slave conditions versus bad slave conditions. Consequently, since the North won the Civil War all Black Americans have now been guaranteed 'good slave conditions.'

Needless to say, this volume cannot be recommended as an accurate history, but this reviewer highly commends it as required reading for any understanding of humor in modern American writing – "New Revised" – That is. . . .

Rating: Poor

review...2

In almost the opening paragraph for the student, *Exploring Regions of the United States* challenges the student to examine pictures.

> "Pictures often explain things better than words. . . . Let us try to discover some of the information you can get from different kinds of pictures."

With that directive, this reviewer began examining for minority treatment.

There are approximately five hundred (500) pictures, maps or graphs. One hundred twenty-five (125) of the pictures depict people. One-fourth of the visuals, in other words, are devoted to people. The pictures include sketches or drawings, paintings or photographs. The sketches of people are of poor quality, and there are twice as many sketches as photographs of people . . . which speaks to the absence of realism.

Of the one hundred twenty-five pictures, whites are included in eighty-four (84); black Americans are in thirty-two (32); American Indians are in ten (10); and "immigrants" are in one (1).

The one showing immigrants (p. 278), persumably Orientals, has them wearing "coolie" hats and working stoop-shouldered on the transcontinental railroad. Neither in the caption nor the text is there a reference to the hardships, suffering and realities awaiting the immigrants. The only implication about living conditions comes from the phrase "in a run-down neighborhood of Chicago" from the "Great Americans" insert about Jane Addams. The opening of Hull House seems to have resolved many issues. "Newly arrived immigrants no longer felt alone and friendless in the big city. . ." (p. 215). The text only reinforces the myth about America as "the land of opportunity" (p. 279) and gives scant recognition to our debt to their labor. Other contributions are lumped into one sentence (p. 166) with no mention of names. The struggles and issues involved in the development of labor unions are dismissed with one sentence,

> "Samuel Gompers from England worked to start labor unions that won improved working conditions for Americans in industrial jobs."

There are ten pictures including American Indians . . . no photos. They are shown in sketches as tribes or as secondary figures where they look like suntanned whites and almost always with "Mohawk haircuts" . . . even in the Southeast. The caption under the pueblo dwellings referring to them as "the first apartment houses" is extremely misleading when one considers their sense of community and our lack of it. In no picture is a single known Indian ever seen, i.e., Pontiac, Geronimo, Sequoya.

The twenty-four references to "Indians" (which is a white man's label and, perhaps, we should consider identification from their reference) are mostly to mention their presence in certain regions, that they acted as guides, whether or not they were friendly to settlers, and some things about their life style – notably that they were farmers, lived in pueblos or used buffalo in a variety of ways.

Eight references tell of their fighting the white man. Only five of those give a reason – always the fear of losing their land. And even then the headings read "trouble with Indians"! One tends to get the impression that they tried to stop progress (the westward movement) and fought bravely but "were no match for the white man's guns" (pp. 125 and 278). Other than the innocuous statement that "many Indians grew bitter as they were forced to move onto reservations," or that they were often cheated out of their land or treated badly by the government, there is no specific reference like Wounded Knee. The only mention of the Trail of Tears is a note to the teacher about a possible report for the advanced student!

What about treatment of the black American? There are twenty-one integrated pictures, eleven which include blacks and whites. Of those eleven, three show slave-master relationships. Two more portray blacks as soldiers. In one sketch they are standing guard for General Grant in a "Great Americans" section about Grant. In another, the caption tells about Negro participation in the Revolutionary War, and although the Negro soldier is in a prominent position in the sketch, he is unfortunately being killed.

The drawing of Estevanico (p. 59) not only has him looking like a white Spaniard but has him mounted on a great white horse! With the exception of the horse, the "Indians" who are guiding him are more prominent. The photo of Lewis Alcindor (p. 164), which actually measures 1 1/2 x 2 5/8 inches, has the caption:

> "Lew Alcindor, basketball star, demonstrates a shot to a group at a summer recreation program. Housing projects such as this one are a part of New York's urban renewal."

Not only is the size of the picture insulting, especially when one thinks of the size of the man or compares it with the ridiculously enlarged frontal sketch of St. Pierre twelve pages later (4 5/8 x 5 7/8 inches), one also has to ask what an outstanding black athlete has to do with urban renewal?

How is the black shown alone? There are twelve such pictures, one fourth of which are photos. He is shown as mayor (p. 79), shoemaker and inventor (p. 135), farmer (p. 250), naval hero and statesman (p. 276), cowboy (p. 290), as assembly line worker (p. 227), an unemployed worker (p. 351), civil rights leader (p. 339), and solider (p. 338). There is an effort to move away from the entertainer-athlete stereotype, and at least three of these could be considered "white collar." However, the implication is that the black will have to be a politician to change collars. Unfortunately, our Negro soldiers are again being killed as they charge up San Juan Hill.

Three small sketches appear at the end of Unit 10, The Civil War Divides the Nation, including Ralph Bunche, Marian Anderson, and Thurgood Marshall. They are not mentioned in the text. The students are asked to look up further information from a list of whites from the civil war period under the title, "Things To Do." No blacks are included in this list. Rather, under the heading "A Special Challenge," with an introductory statement about Negro Americans being overlooked, students are asked to do research on one from a list of ten blacks, only one of which came from the civil war era, and he, James Bland, is listed as "writer of many familiar songs, including 'Carry Me Back to Ol' Virginny' "! Sojourner Truth, Frederick Douglas and Harriet Tubman would have been appropirate candidates for the list without the implication that one must search the contemporary scene for blacks worthy of further study.

As may be obvious, this reviewer has not examined this text in the light of omissions of many other ethnic peoples. One can always critique *ad infinitum* about what has been excluded. The analysis is only on what is presented.

Although at a cursory glance, one might get the impression that this Follett text has a multi-ethnic format, that treatment is highly misleading. It is biethnic at best. Myths and stereotypes are reinforced. Issues are evaded or glossed over, and realism is forfeited at the expense of some rather insulting ethnic portrayals.

Rating: Poor

review...3

The authors seem to have tried to reflect a broader view of the world. Certainly there has been a significant improvement in both pictorial and verbal content which tries to deal more realistically, and reflects the multi-ethnic, multi-racial nature of the American society.

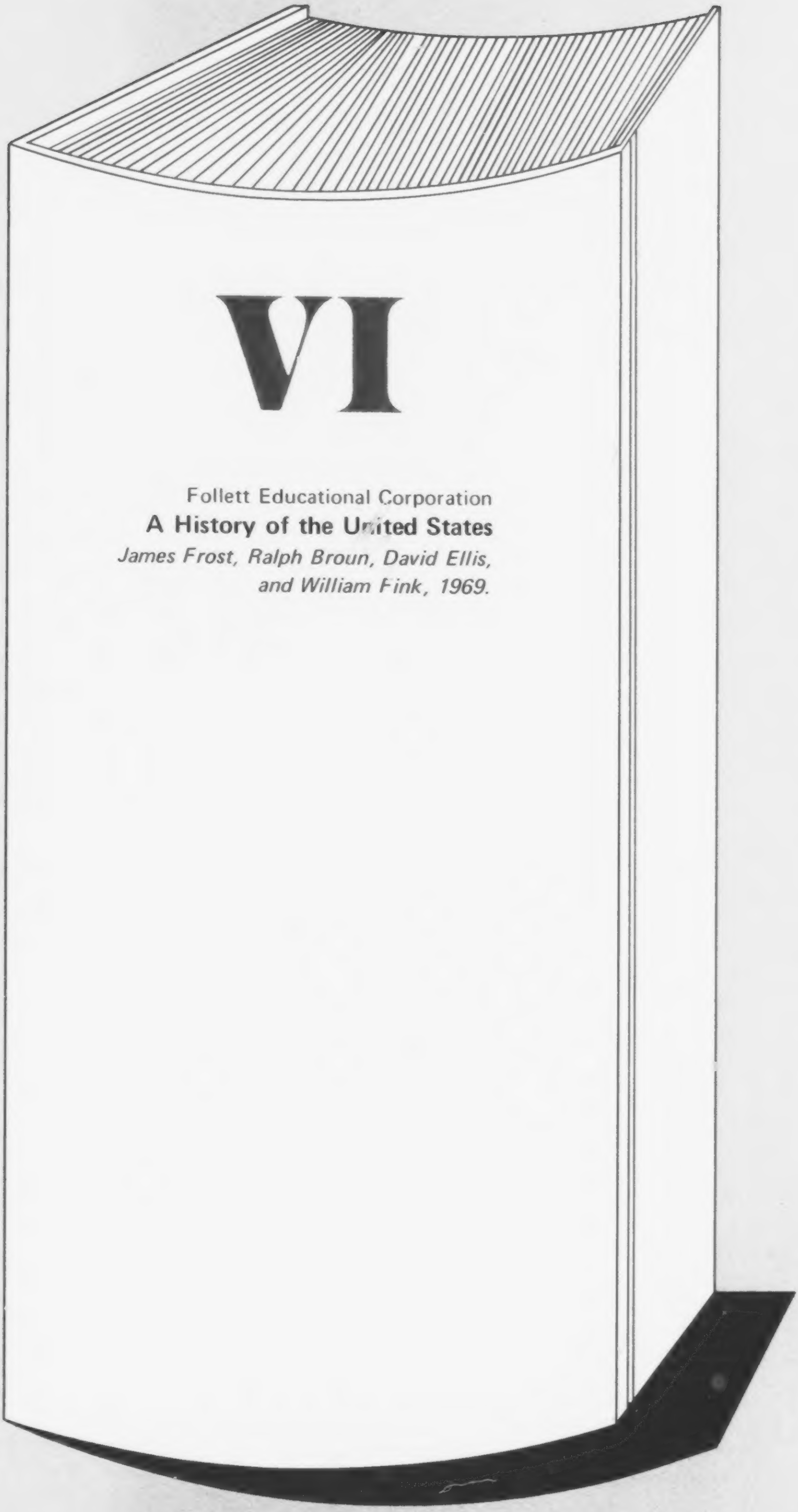
A real effort has been made to give a more realistic view of some events in our country's history, even if it meant putting aside some of the myths which had become traditions. One general criticism which must be made is that there was often no direct relation between the verbal text and the pictorial materials. One wonders if in an effort to include more pictures of minority leaders the authors just put the illustrations through the book but did not allow the inclusions to take away from what they intended to say.

In general more textbooks are both more realistic and inclusive of the part the black people have taken and are taking in the country. One group which is forgotten in the present and dealt with unjustly in the past is the Indian. He is not mentioned as existing today. In the historical section the Indian is made responsible for the failure of Jamestown because they were "unfriendly".

Mention is made of other nationalities, in addition to the English coming to the country. This is an improvement over former textbooks. Naturally in those sections which deal with our country today, the text is directed not to the minorities, which are mentioned, but to the average student. This would seem to lead one to believe that they are the different ones, but the "us" who are really studying the country are not having problems.

One of the myths which the authors of all textbooks should realize is no longer accepted is the one that says or implies that there is an "average" American student population. The American student population is composed of children from different classes, different religious beliefs. This country is composed of a heterogeneous population.

Rating: Fair



VI

Follett Educational Corporation
A History of the United States
James Frost, Ralph Broun, David Ellis,
and William Fink, 1969.

review...1

The Follett Educational Corporation, *"A History of the United States: The Evolution of Free People* does not reflect the multi-ethnic nature of American history. This scholarly volume, while well written is, unfortunately quite dull. Books written in this fashion are responsible for giving history the myth of being dull. This book is reflective of secondary history books written over the past thirty years. The pictures, as well as the written context, are not indicative of the fact that America was built by multi-racial contributions.

Feeble attempts are made to include minorities within the book but not in the actual history of America. There are several two-page sections entitled "Focus on Indians," "Blacks," "Orientals" or other minorities. These short sections appear to be copied verbatim from a very general encyclopedia. The elementary nature of the material while damaging is not as damaging as the manner in which it is presented. Students are given the impression minority contributions to America are incidental rather than an integral part of American history. The impression is also given that studying minorities can be dismissed in two page episodes. The sections are not reflective of chronology but are seemingly a compilation of general and often misleading material; e.g., the entire Jewish contribution to American history is condensed in a very general two page section: "The focus of Jewish Contributions." This section follows the American Revolution and is totally out of place. These short "focuses" make no attempt to integrate minorities and their experience into the American experience. Indians are portrayed in the same stereotype of the past. They are characterized as a cultureless people standing in the way of white men and civilization moving west. The sections on minorities and their problems are simply interpreted as two-page dosages with no attempt to integrate this material into the proper context of the book.

Blacks are presented totally out of context. With the exception of the four page section, "Focus on the American Negro" Blacks are portrayed in the traditional fashion as a problem which caused the Civil War. As with other minorities, no interpretive thought is given to this presentation. As a result of the Civil Rights Movement blacks surfaced in the late 1960's. The pictures of blacks are particularly misleading. Blacks are presented in Civil Rights demonstrations in almost a festive mood. Pictures promote the general feeling that blacks take great pleasure in civil disobedience. It further enhanced the myth that blacks are naturally law breakers. Throughout the entire presentation on blacks, there was not one positive contribution to the American society. Not even the most obvious, music. Whether intentional or not, these oversights exist.

Other minorities suffer equally from lack of proper portrayal. Orientals, Eastern and Southern Europeans and Latin Americans received a very elementary treatment. Such brief presentation removes any understanding of the diversification in American history. This type of presentation is a dangerous progression in American history. Minority contributions and problems are dismissed as being unimportant or just incidental. This volume takes giant steps in promoting the idea that the American experience is simply a white experience.

Social issues surrounding the ethnic groups in America are missing. Even the most obvious issue of religion as a social problem is missing. Very little attention is given to social conflict. The entire volume is devoted to concensus in American History. It is especially appaling to witness such a scholarly volume devoid of social conflict issues. Even when avoiding the obvious social conflict, the volume does not lean in a patriotic direction.

Contemporary issues and problems are avoided by a heavy emphasis on factual data. Ecology, pollution and poverty are dismissed with from two sentences up to a full paragraph. Such presentation is damaging since it promotes the idea that history had no bearing upon the present.

In conclusion, I would not recommend this book as giving a multi-ethnic or pluralistic view of American history, this book is devoid of multi-ethnic contributions as well as current interpretation about minorities. The historical data in the book is good but presented in a lack luster fashion. It fails to indicate that America as well as the interpretation of American history has changed in the last twenty years. The authors carefully refrain from any interpretive narrative within the volume. The volume has an abundance of materials, but it needs to be updated and refined. The book has the appearance of a patchquilt because no attempt is made to interweave multi-ethnic material into the American experience. It is very similar to a high school text book written before the emphasis on minorities and their contributions to American history. Rather than revising the book, the authors attached a special section in the back devoted to minorities. In this way, at least one minority is included in each unit of work but totally out of context. Such patch work makes the particular minority irrevelant to the American experience and is damaging since it leaves the student with the impression that social problems and general issues of the past have no direct bearing upon contemporary life.

Rating: Poor

review...2

It is clear that the authors of this text are aware of the need to portray the multi-racial, multi-ethnic nature of American society; the reader will find discussions dealing with Negroes, Indians, Jews, Orientals and other ethnic and racial minorities. This obviously is all to the good, for less than a decade ago most high school texts simply ignored the so-called minority groups in American history.

Nevertheless, although ethnic and racial minorities are not ignored, the authors for the most part fail to incorporate the histories and contributions of these groups into the general flow of their narrative. More often than not they utilize a special section of two pages at the end of each unit to deal with racial and ethnic minorities. Thus each unit ends with a section entitled "Focus on . . ." and topics covered include the American Indian, Jews, Latin Americans, Negroes, Orientals, and East and South Europeans. Although these discussions are usually adequate, the fact that they are at the end and separate from the general narrative of the unit must invariably make them appear peripheral. I should imagine that students and teachers alike would find it difficult to incorporate the material presented in these brief discussions into the narrative of American history that they are studying.

Sometimes this method becomes misleading. For example on pp. 229-233 the discussion of abolitionism makes no mention of any black abolitionists and says nothing about slave opposition to the regime. Such matters are not considered until 100 pages later after the unit ending with the year 1877 in a separate two page section: 'Focus on the American Negro, 1619-1870." Similarly a discussion of "influential" Americans of the early 1900's on pp. 440-441 does not mention Booker T. Washington or W.E.B. DuBois. Influential *black* Americans are "saved" for the section "Focus on the American Negro, 1870-1945" which comes almost 150 pages later in the text.

I would acknowledge that dealing with certain topics outside of the general narrative flow is often a useful teaching device because it allows a student to see longer run trends that might be obscured by adhering to a chronological discussion. However, it is essential that such discussions be clearly related to the general narrative. This is not done in this text and the results are misleading. Students will tend to see the ethnic and racial minorities as outside the mainstream of American history. They will see abolitionism as essentially a white man's movement a view that can be corrected only by relating a brief discussion of black abolitionism (which comes much later) back to the main discussion of abolitionism in the body of the text.

Some black history is incorporated into the main narrative. But here I often find the discussion inadequate. Colonial slavery is mentioned only in passing. Not much more attention is given to antebellum slavery (except as a political issue in the sectional struggle). The reader is told (p. 231) that slavery was "an immoral institution" but there is virtually no discussion of slave life and culture, work routines, living conditions, etc. The chapter on Reconstruction reflects the latest revisionist research on the nature of the radical governments in the South, but not a single black leader is mentioned. (Even the "Focus on the American Negro, 1619-1870" does not consider black leadership during Reconstruction.) The discussion of the black revolution of the 1950's and '60's does not consider the radicals or the Black Muslims.

Sometimes blacks are simply left out of the story. The discussion of the farm protest movement and populism contain nothing at all on the blacks although their role was important. The authors simply neglect to point out that the Progressive reforms were for whites only. They do note that the NAACP attacked segregation and conclude that "As a result, [Woodrow] Wilson stopped the spread of segregation in federal departments," a statement which is incorrect and therefore completely misleading. Marcus Garvey does not appear at all.

Racial and ethnic minorities other than the blacks are seldom mentioned within the main narrative.

In short, then, the careful reader of this text will become aware of the racial and ethnic diversity in American history, but this awareness will be very dim indeed. The main thrust of the narrative concerns white anglo saxons. Something of the history of the rest of us does appear, but it seems to be thrown in as an afterthought.

Rating: Fair

review...3

The Follett text, while covering the major factual historical events of the United States traditionally and adequately, falls short of being desirable on three counts. First, it is inaccurate and neglectful in some of its dealings with minority groups, contemporary American societal pluralism, and in its reporting of very recent historical events. Secondly, though it contains explicit condemnations of American racism and religious prejudice in the past and present, by its own organization it tends to relegate religious, ethnic and racial minorities to separate (but equal) portions of the text. Thirdly, the approach and tone of the text does not enhance an open-ended questioning approach to our past or present.

The American Indian is mentioned briefly in the traditionally "appropriate" places. They are also covered in a regular *Focus* feature, as are Jews, Latin Americans, Negroes, Oriental Americans, and East and South Europeans, which concludes each unit of study. The focus on the Indian is inaccurate in its description of Indian culture, as it states, "he had never learned to delegate or heed authority. From childhood, each Indian was basically his own man . . . . In adulthood, the Indian did exactly as he pleased . . . ." The authors ignore the cohesiveness of tribal life and the importance placed on authority figures. No mention is made of President Jackson's Indian policies. In describing the final suppression of the Indian in the 1880's, the text implies that the various federal reservations and Indian agents were humanitarian in origin, operation and result. No mention is made of the corruption and inhumanity of the system. It states, "By 1890, the Indian's spirit of rebellion was broken . . . ," even though the authors previously spoke of the Indian's defense of his own area from invasion. The text does, however, compensate for these errors by describing generally the treatment of the Indians as "one of the darkest blots on our national record."

The myths associated with the Battle of the Alamo are continued. The poorly trained nature of the Mexican Army and the superiority of American fire-power are unmentioned. Though the text condemns other "immoral" activities of the United States it doesn't take a stand on the Mexican War, judged by such as Lincoln as unjustified. *The Focus on Latin Americans,* while stating racial prejudice against them exists, provides no insight into the contributions of Mexican-Americans since the mid-19th century, except as migrant harvest workers.

The roles played by Negro Americans are

mentioned considerably more often throughout the text. However, serious faults can be found. For example, slavery is condemned as "this darkest spot on our national record." Negro participation in major events is described but important historical Negro figures except for Martin Luther King, Jr., are hard to find in the relevant chapters. Frederick Douglass, Booker T. Washington, W.E.B. DuBois and other figures are treated separately in the Focus section. Prominent white figures however, are featured throughout the chapters. No material on Malcolm X or Black militants is to be found. White racial prejudice in the 60's is admitted, but no attempt is made to explain its causes.

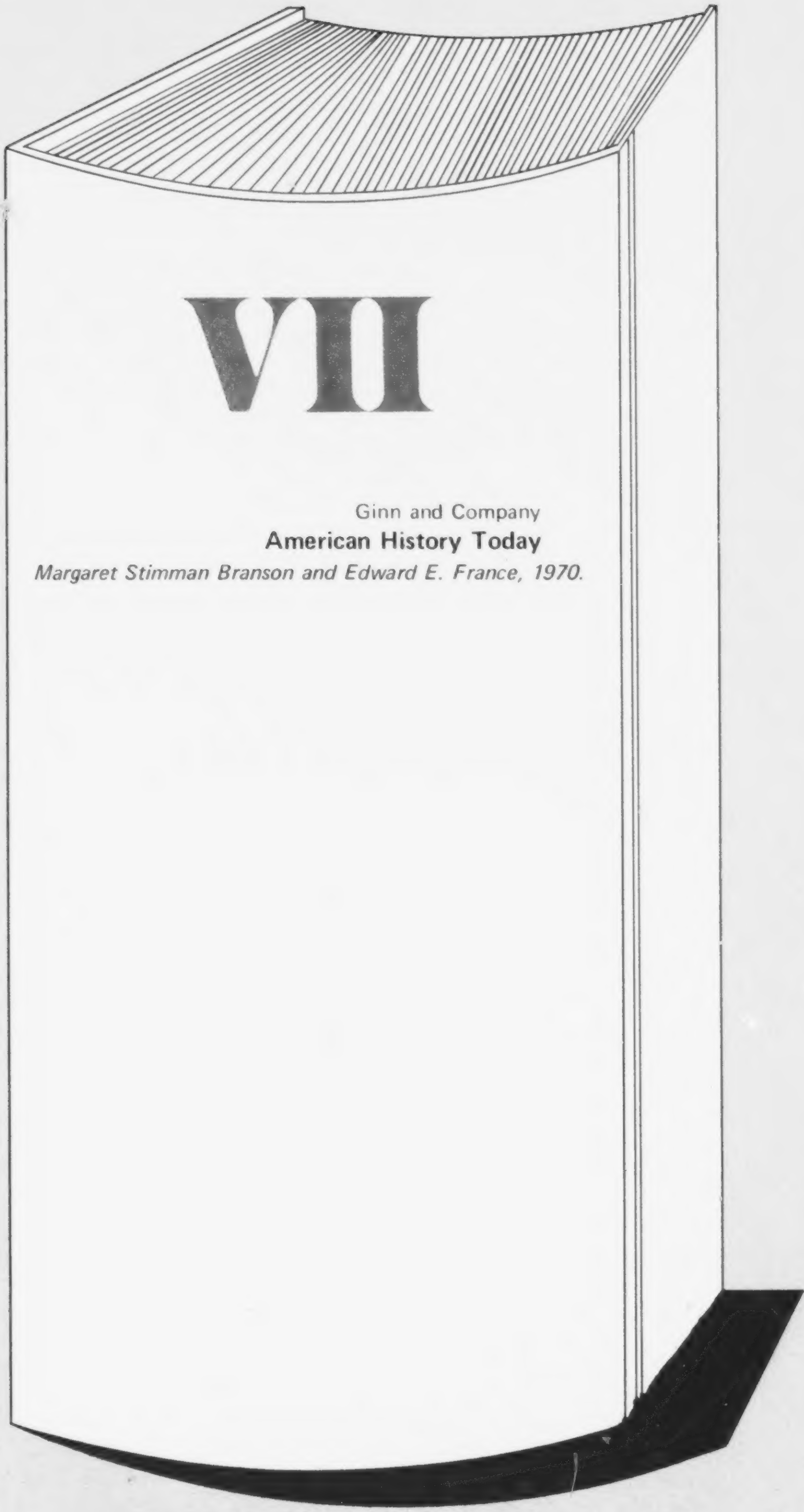
In dealing with contemporary American problems the text has faults other than being dated. It accepts as fact the seriously questioned Tonkin Gulf Incident of June 1964. It also dismisses anti-war opinion in the U.S. as coming from a "small minority," which gave the North Vietnamese the hope necessary to continue the war.

In describing the chaotic 1968 Democratic national convention, the demonstrators who appeared in Chicago are labeled "hippies and yippies" and described as "wearing beards, sandels and peace symbols." The condemnation of the Chicago police department's activities as a "police riot" is not included, although beatings are admitted.

For the most part, the authors explore moral issues and value differences on the obvious issues – slavery and racial and religious discrimination. An inadequate attempt, or no attempt at all, is made to deal with legitimate value differences on economic and political philosophies, the use of force in domestic or foreign affairs, or the alienation of the young from the life style and values of the generation of the Great Depression. The tone and narrative of the text is not one that acts to stimulate student questioning and decision making.

Should *A History of the United States: The Evolution of A Free People* be used in American History classes, many supplementary materials would have to be used in order to overcome its shortcomings. All in all, it is a very traditional approach to this nation's past – and that is its largest fault.

Rating: Fair



VII

Ginn and Company
American History Today
Margaret Stimman Branson and Edward E. France, 1970.

review...1

This work is a good example of the contemporary trend toward putting an aggressive infusion of black contributions and achievements into public school texts. From beginning to end the book shows an explicit attention to the role of blacks in American history through the text, vignettes, photos, and separate boxes of all kinds. Although contribution and achievement are by far the dominant mode, there are many explications of the nature of discrimination from slave-ship to modern cities. Beyond blacks the authors also show a conscious effort to say more about Orientals and Chicanos than is usual, but quantitatively the treatment of blacks far exceeds that of all other groups that have had their troubles in American society. The treatment of 19th century immigrants is, by contrast, miniscule. The problems faced by Catholics, for example, gets cursory attention, although the problem was massive and sustained. The so-called "new" immigration beginning in the late 19th century is described briefly, but no effort is made to describe contributions and achievements of such groups or to deal with the forms of discriminatory behavior toward them. Inter-class problems, similarly, are only suggested at a few points, yet we know that they have affected the lives of millions from beginning to end. There are, of course, reasons for these disparities, and understandable ones, and I bring it up only to indicate the genuinely difficult problems that arise in presenting a record of American life to children today.

Most of this book is naturally occupied with describing major historical developments, incidents, and events. The treatment is for the most part orthodox and proper, but put alongside this, with an obvious intent, is a desire to "uplift." The double design is often jarring, but it is said that social concerns these days warrant such a strategy. One can as well say, however, that once one starts in the "uplift" business then one must finish it, that is, what about the Irish, the Ukranians, the Germans (probably the biggest single immigrant group in America), the ditch-digger, the country "rube," the elderly, the swindled, the deluded, etc.. They too need solace, dignity, humaneness. Why bother with the French and Indian War, the Bank War, the methods of settling the Great Plains if they don't contribute to modern notions of "uplift?" I know of no ready answers to such questions and good solutions are so often not logical, yet we must keep at the question and this book provides an ideal instance of the problem.

Another related question that flows from the authors' strategy here is the familiar one of the apparent contradiction between an accounting of contributions and achievements and an accounting of degradation, denied opportunities, discrimination, and hostility. If the first is glowing it casts doubt upon the validity of the second. If the second is predominant and effectively presented then the first would seem "tinny," contrived, and accidental. Once again I know of no ready resolution of the problem though I do believe that if both avenues are strongly pursued then the authors incur an obligation to recognize the issue and offer some explanation. Akin to this question is the "hate-hope" conundrum. Should the general line be to despise the "bad" guys, keep them in the pillory, display moral indignation, or should it be to accent evolutionary, good-hearted, "understanding" themes? To do the first could lead to continuing hatred, open conflict, suspicion, paranoia, but to do the latter is seen by some to be soft, excusing, bland, and establishment-oriented. Should moral indignation be sustained throughout to show one "means" it, or should it be episodic and passing. In this work the authors generally follow the second course. White people are sometimes "bad," but it's a good country. I do not raise the matter to support a view, only to suggest that the problem is real and it is manifest in the present work.

On the question of whether the authors have as an explicit intent the presentation of a multi-ethnic, pluralistic model of American society, I would have to say not. No general framework is offered for a picture of a diverse but harmonious America. One could say at once that America has simply not been such a place – that harmony has largely been obtained at the price of similarity, single standards, homogeneity, and that conflict has always occurred when the standards are not met. An intermediate position could be that there have been certain contexts and circumstances under which diversity has at least been tolerated, if not welcomed, and that these particular contexts and circumstances should be singled out for emphasis and analysis. In this work, however, we see glimpses of acceptance, of guaranteed rights, of diverse components, but not as part of an integrated design. Unhappy and happy experiences follow each other, more or less mysteriously. People act well and badly in bewildering alternation. Yet this problem is a chronic one in texts and only emphasizes the general problem .

Rating: Fair

review...2

This book is one of many recently produced social studies and history books designed to be more representative of contributions of ethnic minorities and committed to dealing more openly with controversial issues, than traditional social studies readers. Indeed, it is written in consultation with the Chairman of the Afro-American Studies Department of California State College at Hayward. Its commitment and design are reflected even in the first page of the teachers' manual, stating that "it is designed to 'tell it like it is' for *all* American people."

With such an auspicious beginning, one expects that there will be at least redress of the historic omissions regarding the contribution of black Americans.

Perhaps one of the strongest points of this book is precisely the obvious and substantial efforts made to include blacks and black participation in American history. Not only do blacks appear in the recordings of historic happenings, but throughout the chapters are boxed highlighted biographic sketches of famous black Americans, from Estevanico to Carl T. Rowan, and Thurgood Marshall, as well as the traditional pot-pourri of famous white Americans.

Illustrations, photographic or otherwise, have also been previously subjected to serious criticism because in the traditional texts, they have either been of whites only, or (later) merely darkened whites. Here again, this book excels in the multi-ethnicity of its illustrations. Further, not only are the illustrations representative, but the subject matter is also broader than traditional expectations. In addition to ethnic representation, the subject matter includes civil rights marches, peace (anti-war) demonstrations, poverty, Indians, Jim Crow, World War II concentration camps, Charles Evers and Herman Badillo, the Veterans "Bonus March," etc.

In subject matter, too, this book is reasonably inclusive – at least insofar as it does deal with such things as civil rights (including a "civil rights dictionary") and civil rights organizations, "hawks" and "doves" vis-a-vis Viet Nam, Political ideology such as "radical-liberal-middle of the road-conservative-reactionary," etc. However, these are poorly and inadequately done, not only superficial but with no sophistication.

The book is organized into four major parts: "The Founding of America," "Problems of the New Nation," "Our Country's Growth," and "Challenge and Change: the United States in the World of Today." Each part is subdivided into 4, 5, or 6 appropriate smaller units; maps, etc. are appropriate, although undistinguished. The appendix provides the Declaration of Independence, the United States Constitution, and a few additional maps. The index is complete. The teacher's edition includes a manual which summarizes each unit, highlights vocabulary, provides an annotated suggested reading list, and teaching suggestions. Throughout the book are various suggestions to teachers: ask a student . . . , suggest as a project . . ., an interesting paperback on this subject is . . ., etc. The illustrations, too, offer such aids although some are absurd, such as a picture of a battle between John Paul Jones and the British, with the teaching aid question: "At what time of day or night would you say this battle . . . was fought?"

The book is not without shortcomings, however. Indeed, in spite of the fairer treatment of Negroes than some books in the past have provided, this reviewer would rate the book no higher than "fair," on a scale from 'poor' to 'very good.' America's history comes out pallid, vapid and boring; there is no dynamic excitement reflected in these pages. The integration is at times splotchy and contrived. Some of the biographical sketches are so autonomous as to be almost unrelated to the sections. There is a tone of such moderation as to deny the depth of contemporary feelings on controversial issues. In a section on "African Immigrants," the text states, "The Civil War freed all Negroes, but prejudice and discrimination continued. Nevertheless, black Americans made their way forward in the arts, sciences and professions. Today, they are found in every walk of life."

Further in spite of the inclusion of other minorities those other minorities are often included in ways which are either insensitive, gratuitous, or unsophisticated. The treatment of Jews is perhaps best illustrative of this: Jonas Salk is included for his discovery of the Salk vaccine, but nowhere is he identified as being Jewish; the Arab-Israel conflict is treated in such a way as to offend both the Israelis and the Arabs, and there is no reference to the unique status of Israel to American Jewry; a three-paragraph section on "Jewish Immigration" points out that Jews bought passage to the United States for "$34 per ticket" and "lived on herring and black bread for . . . 2 or 3 weeks . . ." and "encouraged their children to use free libraries . . ."

Further illustrative of a lack of sensitivity to a multiplicity of issues, is the statement which hopefully would offend all women, "Perhaps one of (George) Washington's smartest moves came when he was 27 years old. That is when he married a pretty, rich, young widow with two children. It was her money that made life more pleasant at Mount Vernon."

The book does an admirable job in including Negroes, Negro history, and some aspects of civil rights. It further does attempt to reflect ethnic diversity and multiplicity in America's history. It does not adequately reflect a point of view – perhaps most noticeable in the treatment of American history of the last 35 years. There, at times, it reflects an almost "America First" patriotism which is inconsistent with world co-existence. It is, in short, a very typical or "traditional" text, with the primary difference being the prominence of Negroes, and Negro participation, and the attempt to include consciously, other ethnic minorities.

Rating: Fair

review...3

Commendable efforts to "reflect the multi-racial, multi-ethnic, and pluralistic nature of our society, past or present," are made in the 1970 edition of *American History For Today.* Throughout the book, a sincere attempt is made in both verbal passages and in pictorial representation to provide a good persepctive of the diversity of people that make up our country. The book gives focus to minority groups in the history of our country by presenting some of their experience, tragedies, roles, and achievements. A creditable job has been done in presenting minorities not only realistically but also with an integrated approach. Accomplishments and contributions of minorities are also permeated throughout the book so that the reader can interpret positively the important role of minorities in the history of our country.

Early in the book the reader is informed about America being settled by all races and that these races have continued to help build our country. The reader also discovers in the first unit on the founding of America that a highly developed culture existed in Africa in the 15th century. Explanation is given about how the European slave traders succeeded in wrecking much of this great civilization by the shipping of slaves to Europe. There are good passages about Estevanico, the famous scout who explored the American Southwest, and good passages indicating how Indians in many ways helped the early colonists with the growth of our nation. Periodic passages refer to the various religious and ethnic minorities. American cowboys are treated briefly but with a flavor of multi-ethnicity. Special events as the Transcontinental Railroad are treated in the same manner, and special focus is given to both Chinese and Irish immigrants who helped build the railroad. The American Indians are shown in their struggles with the white man for the possession of their land. The discussion on Indians points out how the U.S. government broke its promise to allow the Indians to keep certain lands and how the settlers killed off the buffalo, which the Indians needed for food and clothing. The push for Civil Rights during the nineteen-sixties, at the end of the book, gives an adequate overview, and the reader is made aware of both the injustices and the achievements and contributions of black Americans during this important period in our history. The discussion presents, objectively, to the reader the issue of school segregation and the discrepancies in equal educational opportunities.

The Civil Rights section introduces the reader to the Little Rock problem, continues with the boycotts, sit-ins, and the Freedom Riders, and then concludes with an introduction of some of the organizations that have been active in the civil rights movement.

In the last unit of the book, the author discusses the violence over civil rights and includes a brief commentary about the unrest and riots in the major cities of our country during the mid nineteen-sixties.

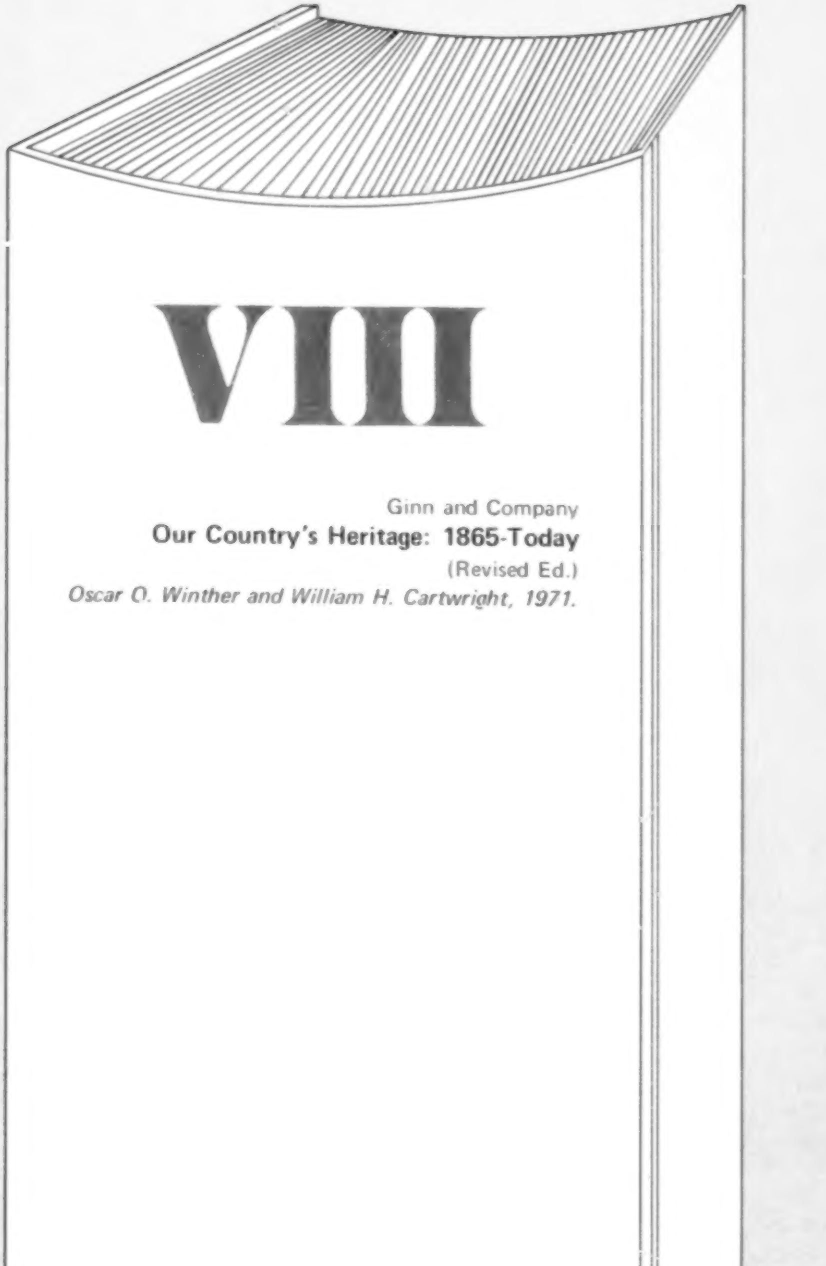
In an attempt to include other viewpoints, the Black Muslims, Stokely Carmichael, Huey Newton, Ron Karenga, and The Black Panthers are all treated in the book in an objective manner.

The illustrations in the book are valuable. For the most part, they reflect, as does the content, the part that racial and ethnic groups have played in the development of our history. Focus is made in the illustrations to depict our pluralistic society, past and present, and much of the pictorial materials present individual members of minorities.

If one were to find fault with this book, it would be that there is more particular emphasis given to black Americans than to any other minority, racial or ethnic. There is also more attention given to integrating the history of black Americans into the commentary along with special features in the organization of the book which call attention to the various events and people involved in our history. Although there is some focus on Mexican-Americans, American Indians, Oriental Americans, and other ethnic groups in the book, these groups still need more emphasis than presently given. More emphasis on certain immigrant groups would enhance the author's attempt to present our history in a more multi-ethnic manner. Although the Eastern Orthodox faith, a major minority group in this country, is not mentioned, other religious groups are referred to periodically in the book. There is even an illustration of a Synogogue built in 1763.

Overall, it does appear that this textbook attempts to be both realistic and sincere in its efforts to provide for the treatment, accomplishments and contributions of the many minorities that are a part of our heritage. The book has made a good beginning to include racial and ethnic groups by treating both their oppressions and their cultural contributions.

Rating: Good



VIII

Ginn and Company
Our Country's Heritage: 1865-Today
(Revised Ed.)
Oscar O. Winther and William H. Cartwright, 1971.

review...1

This book, for later elementary use and concentrating on the period after 1865, clearly makes an effort to meet criticisms directed at previous neglect and distortion of blacks and other groups in American history. Testifying to its seriousness of purpose in this respect, the first of its six units deals with the topics of immigrants and of the black struggle for equality. There is also treatment of the recent civil rights struggles in the final chapters but, contrary to past practice, intervening chapters *do* contain useful references – e.g., special presentations on Negro cowboys, on the Harlem Renaissance, and on Dr. Ralph Bunche, as well as other interspersed references. Moreover, there are not only generally well-selected pictures in the sections dealing directly with black experience, but also there are pictures portraying black leaders and life scattered throughout.

Nevertheless, despite these positive aspects, the book still contains important deficiencies of treatment. These deficiencies perhaps reflect the lack of an effective historical point of view on white supremacy as a major if not central part of American history and, beyond this, a lack of effective point of view on the American experience itself.

The first unit is entitled "New Citizens from Many Lands" and does attempt in its first chapter, "A Land of Immigrants," to set a tone of sympathy for and acceptance of the variety of ethnic groups who came to this country. Chapter 2 of this unit, entitled "Blacks Struggle for Equality in American Society" (in the table of contents, this is "Negroes Struggle . . ."), treats black history from the Reconstruction period to the present day in about eleven pages. It is interesting that blacks are seen as an "immigrant" group, to be treated in the same unit as those who mainly came in the 19th and early 20th centuries.

Chapter 1 traces the general stream of immigration in early and later periods, problems of passage and settling, and attitudes of "Americans" towards immigrants. Prejudice and discrimination against Chinese, Japanese, and southern and eastern Europeans are noted, as well as the pressures that led to restrictive laws and finally the 1965 law that presumably allows entry on a non-discriminatory basis. Special attention is given to particular national groups – Irish, German, Scandinavians, British, Italians, East Europeans, Jews. The approach is meant to be sympathetic – to tell of the hardships of the overseas trip, the problems encountered and more or less overcome in settling, and contributions by leading figures. Surprisingly, nothing is said about the repressive treatment received by the Irish in the 1840's and '50's. The melting pot theory is set forth and challenged, if briefly and inadequately.

Chapter 2 has the advantage that it comes early and sketches black history through to the present. But the treatment is unduly brief (if somewhat amplified in later references) and in certain respects unsatisfactory. Reconstruction is given but two or three pages and, while some attempt at balance is made, the establishment of "Home Rule" in 1877 comes as something of a relief to the reader. The Reconstruction governments are unfailingly referred to as "carpetbag rule" and the theme throughout is that the "system did not work well." The activities of the KKK are given relatively substantial treatment but the tone turns out to be peculiarly neutral. The "Home Rule" section tells in successive paragraphs of restrictions on Negro rights, the emergence of Jim Crow, violence against blacks, and difficulties in making a living. The paragraph on violence is in total as follows:

> Negroes who violated these restrictions of the Jim Crow laws were badly

> treated. Often Negroes accused of crimes against whites did not receive a fair trial; sometimes they were lynched. (35)

The bare mention and nothing more. Is there here the silent assumption that the reader understands that lynchings are "natural" for black Americans? There is no other mention of violence against blacks, although riots (such as Watts) involving blacks are referred to in later chapters.

The remainder of Chapter 2 treats – very briefly – the movement of blacks northwards and its difficulties, black leaders (Douglass, Tubman, Washington, DuBois), Martin Luther King, Jr., and the Civil Rights struggle. Its last section mentions the accomplishments of other famous blacks under the heading, "All Americans share pride in Negro accomplishments." (It is irritating that in a book with a 1971 copyright the term "Negroes" is used almost exclusively in this chapter – "Negro-Americans" very occasionally – and "Blacks" never except in the title!)

The treatment of American Indians is all too brief and, while the crushing of the Plains tribes is frankly recounted, ends up on the soporific note that the "new laws did not solve the problems of the Indians, but the coming of peace between them and the white people opened the way to progress." (64)

Three brief paragraphs are devoted to Mexican-Americans in the latter part of the book as a discriminated-against group, together with one picture (388). The estimate that there are a half-million Mexican-Americans in the United States is surely too low. There is only incidental mention of Puerto Ricans as a minority group experiencing problems.

In the final unit there is further discussion of the problems of minority groups in the urban situation and of civil rights struggles. These again suffer from sketchiness and lack of effective point of view. The problems and struggles of blacks are given recognition by the authors but *why* this one body of people (and certain other minority groups) find themselves in unending struggle is a question never put. According to the text, our country is great and powerful, we have a rich heritage, we have been benevolent and right in our foreign relationships whether it be the treatment of the dependencies picked up from Spain around 1900 or the Cold War of the 1950's and 1960's – yet we must face malignant and often longstanding problems affecting important sections of our citizens. Progress, it seems, is being made but the problems remain. Sources for the problems of blacks (and the other minorities), sources in white America and in the nature of the American system, are not sought out.*

Rating: Good

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*Certain unfortunate errors mar the text. E.g., "seventy million of us work in factories" (p. 2); use of George Washington Carver when clearly Booker T. Washington was meant (p. 13); "Brooklyn Bridge across East River between New Jersey and Manhattan Island" (p. 22); "Fifteenth Amendment . . . granted full citizenship to all Negroes" (p. 43).

review...2

There is little doubt that the authors are aware of the need to have their book reflect the pluralistic nature of American society. The opening unit, "New Citizens From Many Lands", is divided into two subheadings: "A Land of Immigrants" and "Negroes Struggle for Equality in American Society." While it is not unusual for an American History book to emphasize our immigrant heritage, it is only recently that the Negro would have shared the initial chapters.

The overall impression gained from reviewing this text is that it betrays its two copyright dates, 1962 and 1971. Chapters have been written that relate directly to minority problems and contributions, inserts have been prepared that mention specific minorities and photographs have been rather carefully selected so that students will see blacks shown in leadership roles; but there is a general feeling that these elements have been superimposed on the book rather than integrated into it. Even when pictures of blacks appear, there are often critical omissions. For example, there are photographs of "Afro-American troops" in World War I on p. 37 and p. 117, but nowhere is there any mention of segregation in American Armed Forces.

More unfortunate, in terms of presenting a fair picture of the situation, are omissions in the inserted segments which seem to have been prepared specifically to highlight minority contributions. As an example of such an omission, the vignette on p. 328 in which Dr. Charles R. Drew is given credit for setting up blood banks makes no mention of the circumstances surrounding his death; the fact that he was denied an emergency blood transfusion by a hospital that refused to admit blacks.

Black Americans are very much present in the book, even if somewhat segregated within its pages. If Booker T. Washington is present, so is W.E.B. DuBois and the differences in their philosophies are clearly pointed out. Photographs of segregated waiting rooms, riots in New Jersey, and Martin Luther King addressing the crowd at the Lincoln Memorial in 1963 with the accompanying text demonstrate an attempt to show the causes of today's racial problems and both violent and nonviolent attempts to solve them. When the text speaks of the problems of blacks it uses phrases such as, "their fair share", which acknowledge the validity of their claims.

If any minority group is conspicuous in its near absence it is the Mexican-American. The term "Chicano" does not appear at all, and the problems of Mexican-Americans are confined to a single page. There is an acknowledgement that American cowboys (and they came in two colors, black and white) learned much from their Spanish and Mexican counterparts but that, too, is restricted to a single page. One has the feeling that the publisher was conscious of this omission for there is a notation in the teacher's edition which calls attention to the fact that Mexican-Americans are not mentioned in the chapter on immigrant contributions and suggests that perhaps a group of students might be interested in doing some research into their history and the problems they face in America.

The American Indian is introduced as the first immigrant group to arrive in what is now the United States. The principal mention of his problems with the white man are contained in three pages (62-64) in which there is an admission that reservations did not solve "the Indian problem" and that Indian children are still torn between two ways of life. In the remainder of the exposition, the Indian is described by the more traditional epithets of "hostile" and "attacking." There is little moral condemnation of the white dispossession of the Indian in such statements as, "To be sure, the Indians still regarded these lands as their own. But the Indians could either be persuaded or compelled to make way for cattle ranches, farms, and for new towns." (p. 50)

In the introductory chapters, the Chinese are noted as a source of cheap labor and the fact that they were discriminated against is acknowledged but when the text reverts to its chronological coverage, Chinese-Americans are treated in a most patronizing manner.

There is no mention of the Japanese internment on the West coast during the Second World War, for reasons of national security.

Despite the inserts, the captions, and the opening and closing chapters, the text still leaves an impression that if one works hard one will get ahead in this country. The major portions of the book are bland and, with one minor exception, America is invariably the unselfish good guy.

There is evidence that the authors are aware of the trend away from uncritical "flag-waving" patriotism but it is limited to the caption on p. 116.

As a final point, the authors show a sensitivity to the melting pot concept. They put the concept before the student, acknowledge that it didn't happen and then go on to suggest the possibility that our society will emerge more varied and finer if cultural heritages are maintained rather than absorbed into a culture of "sameness."

In summary, a book that shows an awareness of the need to change, tries hard but emerges as patchwork rather than a new fabric.

Rating: Fair

review...3

OUR COUNTRY'S HERITAGE is a thorough, very readable treatment of the history of our country from 1865 to the present. It is an honest and impressive effort to help young people in the

United States become more aware of and develop appreciation for their common heritage.

Among suggestions for review on the last page of the book the authors state that perhaps the best way to do this is to draw up a class list of the ten or fifteen most important ideas about American history. They suggest starting with the idea, "People of many nationalities and religious beliefs co-operated to make America great." This seems to be the main idea of the book. It is most consciously developed in the Prologue and Unit One which make the point that every American today is either an immigrant or the descendant of immigrants. Even the first Americans – Indians – were immigrants, having migrated from Asia. Thus, all Americans are placed on an equal footing in terms of rights and citizenship in this country.

The book is people-centered. As each group of immigrants is described, their reasons for coming are given, and the kinds of jobs they did upon arrival and their distribution in America are given. Positive characteristics such as being hardworking are frequently noted. No negative characteristics are mentioned.

Major contributions of nationality groups are described. "The Welsh, for example, were expert miners and taught Americans in western mines many important lessons in mining ore." Of the Italians, "Some knew a great deal about grape growing and citrus fruit growing . . . Many, too, were skilled stonecutters and found jobs helping to build our large cities . . . They loved music and contributed to our culture through the theater and opera. They also produced important political and business leaders." Both the unknown millions and the well-known leaders are lauded. This is done without over-stereotyping groups.

If there are heroes they are not just generals and presidents though these receive fair attention. Doctors, engineers, settlement house directors, journalists, scientists, statesmen, and mayors are also included.

Negroes receive a large share of praise as soldiers, aviators, cowboys, statesmen, musicians, artists, authors, and others. The book's pictures show a well-balanced cross section of Americans. The authors almost go out of their way to identify the ethnic origin of people who succeeded. Pictures are informative, varied, interesting, and generously used – a fabulous selection. Maps and charts are also supplied.

There are some references to religious groups, but their roles in strengthening the country receive minor attention as compared to the roles of nationality and racial groups.

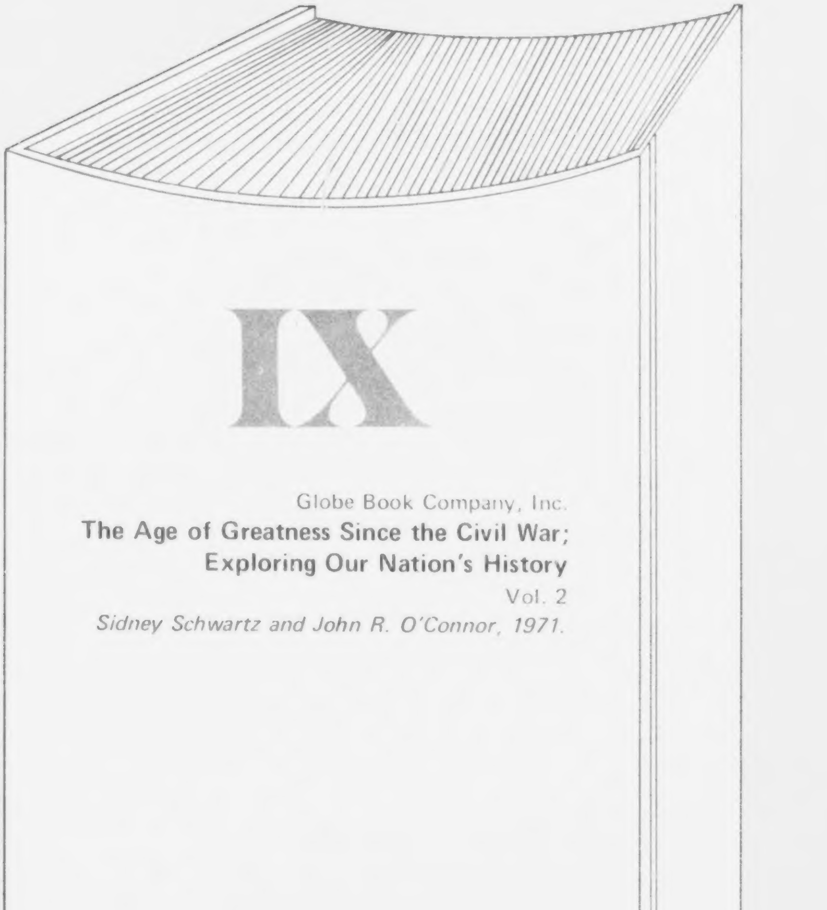
The authors' enumeration of contributions made by members of diverse ethnic and racial groups to the making of America leads to questioning the "melting pot" way of making American citizens. The authors suggest, "Perhaps if each immigrant is encouraged to hold on to some of the cultural traits of his original homeland while at the same time becoming a good law-abiding American citizen, our society will emerge finer and more cultured than if we insist that all immigrants and their descendants give up their rich heritage from their former homes." Hawaii is cited as a unique example of a harmonious multi-ethnic society in which several cultures are combined.

One weakness of the book is its failure to help students understand the anthropological meaning of the term, "culture" as differentiated from the narrower meaning they give, "literature, the theater, music, art, and architecture." Nowhere did this reviewer find explanation of culture as including mores, marriage customs, child-rearing and educational practices, and social organization. Such explanation would strengthen the authors' main idea.

Finally, the causative role of ethnic diversity in major problems of America today is acknowledged. For example, fear of economic competition has contributed to prejudice and ethnic discrimination in immigration. Young Indians, torn between two ways of life, leave reservations to seek jobs but have not had an equal opportunity for training. Ethnic minorities, struggling for equality, are concentrating in the cities and contributing to crowded conditions and segregation. So the problems of cities are in large part, the problems of Blacks and other minorities.

The book should stimulate ethnic pride and appreciation of many groups. It pleads that, with interdependence, Americans must know more about how to communicate and get along together. Though it gives some references and suggests some areas of research, they are hardly adequate for the resources available in 197[illegible] and for the challenge facing young people. The authors, however, have made their book quite a comprehensive education in itself.

Rating: Good



IX

Globe Book Company, Inc.

The Age of Greatness Since the Civil War;
Exploring Our Nation's History
Vol. 2
Sidney Schwartz and John R. O'Connor, 1971.

review...1

The Age of Greatness is a text that has tried to adapt itself to today, but the problem that arises is where to put the emphasis. The authors obviously tried to present an overall look at the years since the Civil War, but the weakness of the text is its emphasis on the economic aspects of American life and its lack of emphasis on the social aspects.

The text does an excellent job of presenting big business, unions, presidents, and politics; but it fails to delve deeply enough into the social aspects that go hand in hand with the above. Although the authors discuss poverty and wealth; in the major portion of the text, it is directly related to poor working conditions and big business vs. unions.

We are virtually unaware that minorities exist until near the end of the text. It's almost as if problems, culture, etc. of minorities did not exist in history until white society became aware and socially conscious of them. This text does much the same thing. Near the end we begin seeing pictures and discovering that black people exist, have problems and that government is now dealing with problems. It appears that since black people have been a part of this nation since its beginning that their history and culture ought also to be a part of this text from its beginning.

The same criticism can be leveled in regard to the American Indian. On page 15 of the text I read that one of the reasons it was so difficult to settle the great plains was because "the Indians there were fierce and warlike and believed they had the right to attack anyone who went across their hunting grounds". There is no explanation as to why Indians became warlike, leaving the reader to assume that Indians are inherently warlike. Late in the text, we discover that of all minorities, Indians have suffered most from discrimination and prejudice. The text goes on to discuss the problems of the Indians, but makes little or no moral judgment other than to say that the situation may be improving since many of the youth have received an education and have found work in the city and may be able to get skilled jobs. We are led to believe that if an Indian gets a job in the city he is a success. According to statistics, relocation is a failure for American Indians and ought to be stated as such. Another assumption is that many Indians are now getting an education, while the truth is that nationwide the dropout rate still runs around 75-80%. There is no mention of the richness of the Indian culture. An Indian child reading such material would assume that for him to be a success he must become white, an idea that is daily perpetuated in such texts.

The text makes an effort to reach all minorities, including Catholics, Jews, Japanese, etc. The authors might better have included only a few and done an adequate job rather than trying to reach all. It appears to be token coverage which ofttimes is worse than total omission.

The text deals with controversial issues; and many issues, such as unions, big business, presidents, it appears to deal with objectively. A specific example of this is President Nixon's Civil Rights policy and the inclusion in the text of his opponents as well as his supporters. An issue when perhaps the authors could have taken a stand was the red scare era during the early 50's. Instead it appears as though they support the techniques used since they did not take a stand opposing such tactics.

Another obvious weakness of the text is its emphasis on the democratic nature of the United States. The authors' presentation leads readers to believe that the United States policy toward all countries is one of good will. It fails to cite that much of our interest in defending and aiding nations is based primarily on our economic interests within the particular country. Reading the text would lead one to believe that the United States is a benevolent god watching over his children. In dealing with communism, it is very evident that they are the bad guys and we the good. Little is said regarding the progress countries have made under communism and thus it appears the authors are still perpetuating in text the Red Scare techniques only in subtler form.

Rating: Fair

review...2

In *The Age of Greatness*, Schwartz and O'Connor make an attempt to present the role minorities have played in shaping this nation. This attempt, however, is rather meager. Minorities are basically confined to one chapter. There is no attempt to include minorities throughout the text or to view the concepts discussed in the units from a minority perspective. An example of this is the authors' treatment of the Black Revolt of the sixties. The revolts are seen from a white perspective. Progressive Black leaders are also viewed from an Anglo-Saxon perspective. This results in the revolts being seen only as "riots." Progressive Black leaders are pictured as *militants* who "taught their followers to hate whitey." Moreover, the "riots" and "militant" Blacks seem to be used to justify a white backlash.

The westward movement is also presented from a white Anglo-Saxon point of view. Native Americans are portrayed as a hostile people who unjustifiably tried to stop the westward movement of whites. Although this is a widely held view, it is not the only interpretation of the Anglo-Saxon expansion into the West. It would be educationally sound as well as enlightening to view the westward movement from a Native American perspective as well as from the point of view of Anglo-Saxons.

The authors do sensitively touch upon the prejudice and discrimination experienced by minority Americans. They give particular attention to Black Americans. Some problems of Native Americans, Asian Americans, and Spanish speaking Americans are also identified. There is, however, much too little information given about these Americans.

A section concerning the stride for freedom by Blacks is also included. It is basically a historical outline of the legal and social advancements made by Blacks. The role of the NAACP and the National Urban League is pointed out. The approaches and points of view of the Black Panthers, the Nation of Islam, and other progressive Black groups are not discussed.

Biographies of Mary McLeod Bethune and Martin Luther King are included. These two Blacks are the only minorities profiled. Minorities such as Bobby Seale and Cesar Chavez are noticeably absent from the text.

The tone of the book is an optimistic one. It is best expressed by the phrase, "Things are getting better." This can be a dangerous statement for students to learn. Most minority group students know that this statement is untrue and are turned off by this kind of hypocrisy. Students not only need to be aware of the problems within this society regarding ethnic groups, but they also need to learn effective strategies for change. The authors do not present any plans for effective social action.

In most instances but not in all, Schwartz and O'Connor sensitively handle their treatment of ethnic minorities. More importantly, however, the authors *focus* on the discrimination and prejudice experienced by minorities. This was done to the exclusion of the *total life* experiences of minority peoples. Consequently, the very essence of minority experiences, i.e., their life styles, cultures and values are overlooked.

Rating: Fair

review...3

This review is from the points of view of Intergroup Relations and Cultural Pluralism.

Strengths:

1. Considerable space is given to "The Negro" and the struggle for civil rights. Racism is defined and deplored. A section on "How Has The Negro Been Denied Equal Rights" indicates political, social and economic discrimination enforced by a "reign of terror" in the South, 1877-1896.

A second section on "How Has The Negro Advanced Toward Equality" traces economic, political and social progress, North and South from 1896 to 1968. Full page mini-biographies of Mary McCleod Bethune and of Martin Luther King are featured. In addition there is a full page (287) featuring photos and brief descriptions of W. C. Handy, Marion Anderson, Jackie Robinson, Langston Hughes, Edward Brooke, and Thurgood Marshall.

For the most part, the description of the civil rights struggles following the Supreme Court decision of 1954 is well balanced.

2. A sub-section on "Problems At Home" contains a long paragraph on "Race Problems" which discusses President Nixon's "cautious" stance on the school desegregation and on the busing issue; it reports the dissatisfaction of "Black Leaders and many White Liberals".

3. There are a series of excellent graphs at the conclusion of sections. For example, at the end of the section on "How Has The Negro Been Denied Civil Rights?", there are graphs on "Negro and White Unemployment, 1953-1967"; and also on "The Gap Between Negro and White Family Income in the U. S., 1947-1965".

4. In a section on "What Other Groups Have Suffered From Discrimination?", the Spanish Americans (Mexicans, Puerto Ricans, Cubans, Filipinos), Americans of Oriental origin, American Indians are discussed with accuracy and candor. Among "Other Special Groups", Catholics, Jews, and women are mentioned. Discrimination against women is given only a paragraph but a strong one.

5. Considerable space in this text is given to discussing the problem of poverty and of the poor. The student is led to feel that a number of administrations have attempted to deal with the problem of poverty in this country. There is in addition a fairly good section on "How Can We Improve Our Human Resources?" (pages 314-319).

Weaknesses:

1. The title of this text is *The Age of Greatness: Since The Civil War.* Such a title strikes me as ethnocentric and chauvinistic. Since this text gives considerable emphasis to economic and industrial growth, wars and foreign policy, the student is likely to confuse size, power, industrial development, and wealth with greatness. The text also emphasizes our constitutional democracy but does so a great deal from the unconscious point of view of a white majority.

Love of country encouraged in American schools should be realistic and tough-fibered, not built on tin drum adulation.

2. In early sections this text contains a vastly oversimplified and strongly ethnocentric description of Indian-White contact. Under the suggestive title, "How Was The Wild West Tamed?", the only reference to Indians is as follows:

> "Fourth, the Indians of the Great Plains were fierce and warlike. They lived on great herds of bison (buffalo) that grazed on vast stretches of grassland. They believed they had a right to attack anyone who went across their hunting grounds. The remains of expeditions that had perished while crossing the Great Plains were proof of the strength of the Indians and the harshness of the climate" (p. 37).

This passage is one of the most evasive, immature, inaccurate and white-centered I have seen in a long time. It constitutes the total contribution of this text on interaction of Indians and whites in the story of "How The Wild West Was Tamed". (Material on discrimination against Indians and their struggle to regain dignity, pages 295 and 296, is much more sophisticated and realistic.)

3. A classic passage on "Large Scale Immigration" (pages 30-31), although it attempts to be

factual and fair, does just about everything wrong, laying the basis for an emotional rejection by the student of those masses of poor, miserable, unskilled, foreign speaking, strange-behaving, slum-inhabiting, crime and problem-bringing "new immigrants" from the backward countries of eastern and southern Europe.

This passage contrasts the "old immigrants" from nothern and western Europe ("advanced" countries) with the "new immigrants" from eastern and southern Europe ("less advanced" countries of Italy, Poland, Russia and the Balkan Peninsula). The old immigrants who mostly spoke English and were farmers or skilled workers, were almost all Protestants, we are told; whereas the new immigrants came from less advanced countries, were unskilled, too poor to buy land, could not speak English and were Jews or Catholics.

Unintentionally, this passage lays a basis for the impression by the student that Protestants make better Americans than Catholics or Jews.

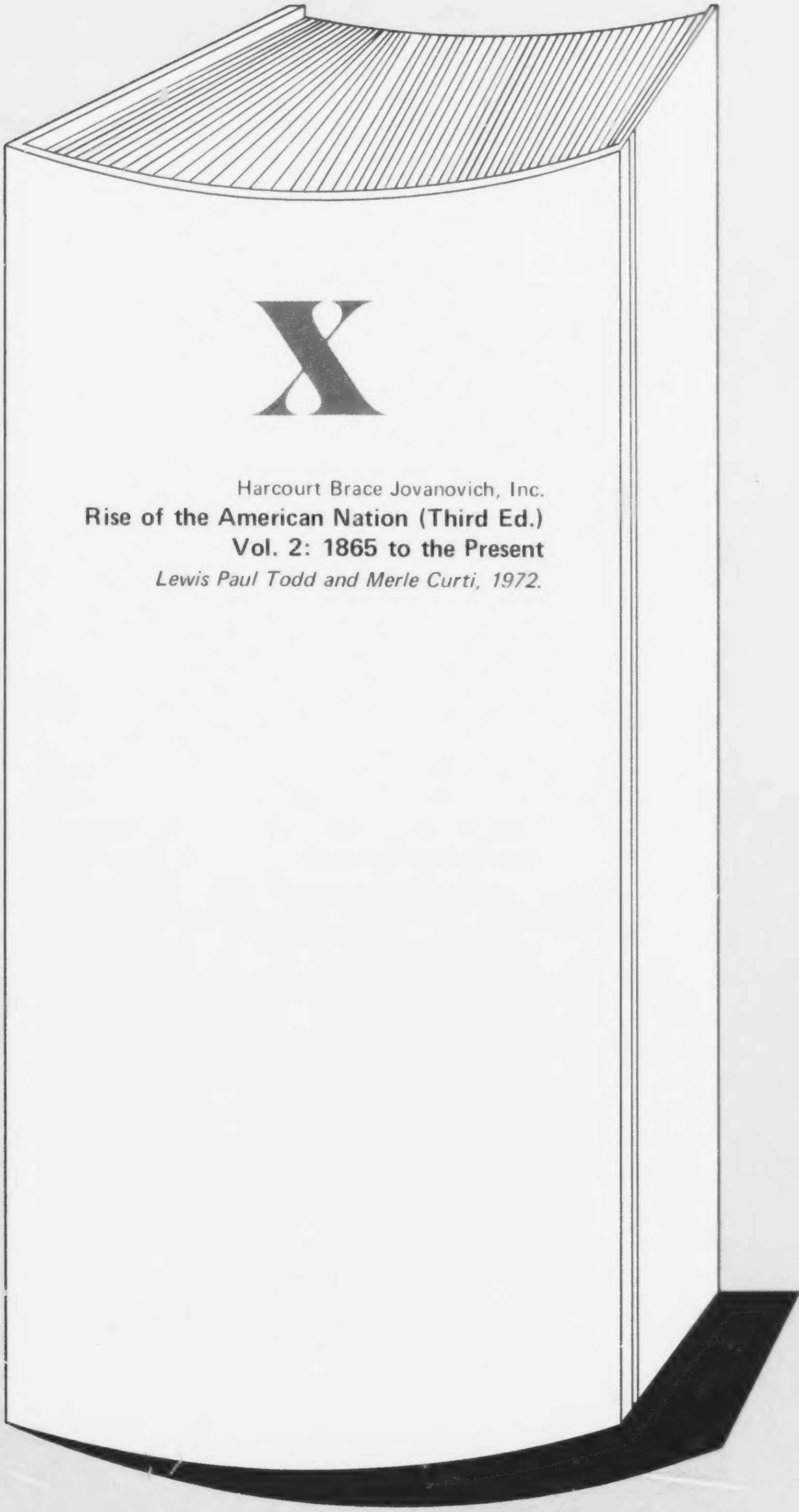
Four sentences concluding this section attempt to redeem the "new immigrants" by stating that they "helped build railroads, work mines, run the factories that made the United States the world's leading industrial power. They also added many new skills, customs, and ideas to the rich mixture of American culture". However, considerable impressionistic damage has been done.

4. Only ten blacks are mentioned in this text: George Washington Carver, Marion Anderson, Edward Brooke, Mary McCleod Bethune, W. C. Handy, Langston Hughes, Jackie Robinson, Thurgood Marshall, Martin Luther King, Booker T. Washington.

Summary

One has the impression that this text contains two layers: a deep, overall, traditional level or flow of ideas, emphasizing themes of industrial growth and power, dominance and destiny; and a surface level of spot insertions which are more people-oriented, discussing problems of human resources, civil rights, labor, discrimination and poverty.

Rating. Fair



Harcourt Brace Jovanovich, Inc.

Rise of the American Nation (Third Ed.)
Vol. 2: 1865 to the Present
Lewis Paul Todd and Merle Curti, 1972.

review...1

There are mixed evaluative criteria that enter into an appraisal of social science textbook materials. On the one hand, one would like to see a comprehensive treatment of the many issues, peoples and approaches so as to maximize the utility of the textbook for the class and for the teacher.

On the other hand, there is a certain unreality to a comprehensive total treatment that contradicts our intuitive understanding of the inductive nature of man's relationship to society, thus requiring much more than a single text on any subject.

With this in mind, one must welcome Lewis Paul Todd's and Merle Curti's second volume called, *Rise of the American Nation, Volume II: 1865 To The Present.* Not only do the authors present a comprehensive treatment of American developments from the Civil War to the present, but they afford the consumer the chance to discover many aspects of this period of historical development in a behavioral scientific way.

The highlight of this text is its feature "History and the Social Sciences." In an adroit fashion, case studies are combined with historical factual data, so that a student is able to take advantage of modern social science techniques in his work in order to more fully comprehend the variety of interpretations of history.

For example, the concept of the frontier is used in a geographical framework that reveals the way physical resources affect peoples' ideas, and the way those ideas in turn are not woven of a single cloth, but embody conflict and violence. Too often, texts deal with American history as if there were no fundamental conflicts, and somehow all acute problems wind up in a harmonious and resolved fashion.

Moreover, economics and political science are stressed as insightful tools for understanding such paradoxical subjects as scarcity and surplus. What could be more appropriate than an understanding of the "big city machine" which held so important a place in the development of the American system.

The authors do not demur from handling so significant a question as the imperialist debate which began at a turning point period in the evolution of the U.S., the end of the 19th century. This is an item which is either untouched or glossed over by too many books currently in use in our schools.

Certainly, no single case study is as valuable in the consciousness of today's multi-ethnic atmosphere, as the case study in anthropology, which so succinctly uses Greek Americans as a model for understanding the facts and fantasies connected with the American melting pot ethos. Naturally, not every group can be dealt with in such depth in any single text. However, the authors provide a model that affords research possibilities for every student to then examine in a similar fashion his own and other ethnic groups. This excellent paradigmatic treatment of the multi-ethnic character of the United States is exceptional and innovative.

Historical and sociological case studies are presented that tackle current impacting periods such as the New Deal and its aftermath, as well as the social effects of the great depression with its traumatic experience for the American people. The concepts of sociology together with an overview of its methods are extremely valuable in gaining insight into current problems such as alienation.

Moreover, the authors refuse to desist from dealing with such a relatively contemporary crisis as the Cuban missile showdown of the 60's. What these valuable cross-cutting behavioral analyses tend to do is make what is already a well-processed historical account come alive and be meaningful for today's student.

The authors provide an excellent compendium of maps, charts, and special features, together with very important broadly based source readings that cover the entire gamut, ranging from paths to Negro rights as they grew out of the reconstruction period, to trusts political corruption, and today's scientific and technological problems. Items such as the Ku Klux Klan, new roles for women, and the quality of our environment, are here for first hand examination in seeking source material from the important writers and ideologues of our time.

There is no attempt in this text to simply design in a helter skelter fashion unrelated symbols that might somehow satisfy any single sectarian group. Rather, the fundamental issues themselves with divergent points of view are brought before the reader in all of their pithy ramifications. This text could be used by an advanced student as a research source for all kinds of exciting projects even if he is limited as to other library resources.

On the other hand, it is written clearly and so well sectioned that a skillful teacher will find it possible to get basic points of understanding across with the less talented student.

Overall, it must be said that the scope, the wide cafeteria selectivity and range of points of view provide possibly one of the broadest formats for a high school text that is currently available. No doubt, there are blemishes, shortcomings and inadequacies here and there, but it would be picayunish indeed to not give credit to this successful compendium.

Unlike too many volumes that spend altogether too much time on the earlier periods of American history, this one brings the unfolding developments as close to the current period as possible. There is no slapdash attempt to make a pastiche of the period since World War II that has become a common practice with subsequent editions of even the better texts.

Weaknesses, of course, are present and one might prefer to use different references as well as one's own particular style of approach. For example, nascent populism has always been a factor just beneath the surface of corporate and highly organized American institutional life. We are all witnesses to its cyclical rejuvenation which is exploding on the American political spectrum at this time. This is one of the reasons why all single factor analyses that extrapolate from the mood of the particular moment, ultimately fail to anticipate the new dimensions of an incoming period.

The authors are not insensitive to such possibilities, but one closes the volume with more of a feel for discreet problem areas that continue into the 70's rather than an outlook that can link these problem areas together with the background source readings.

This is the kind of a text both an average and advanced student will find worthwhile. The latter will especially value the original source readings that are succinct and complementary to the text. In the main, the authors make a solid contribution that represents a big step forward in a season of educational discontent.

Rating: Good

review...2

This volume gives a brief introduction to life in America before 1865 by beginning with a discussion on the nature of American culture, a composition of Indian, European, and African characteristics. A serious effort is made to acknowledge the contributions of each racial group. They treat, however, the exploitation of Africans and Indians without an adequate definition of prejudice or racism.

Jefferson is seen as a devout humanitarian against slavery, but his racist attitudes and ownership of slaves are omitted. There is significant evidence to indicate to the reader that if there had been no compromise between the North and South on the issue of slavery, the formation of the Union of 1787 may have been postponed indefinitely. Throughout its introductory part, the subjects of slavery, slave rebellions, and abolitionism are treated rather objectively. Reconstruction is presented in a very positive light by incorporating both its good and bad aspects mirroring the impact revisionist historiography has had on recently published texts. Also included within this chapter is a colored illustration of Blacks participating in the Civil War and Reconstruction. The authors do error by stating that Mississippi had a majority of Blacks in its legislature during Reconstruction instead of South Carolina (page 47).

The inclusion of the N.A.A.C.P. as an instrument of protest against injustice and inequality immediately after the coverage of Reconstruction is quite a departure from traditional coverage, but it does help to contribute to a better understanding of the plight, aspirations, and self-determination by Blacks after the failure of Reconstruction.

A revisionist interpretation is demonstrated in the chapter on the "last frontier". The reader is given an opportunity to see the plight of the Indians as they were mistreated by Whites greedy for land and gold, thereby forcefully removing the Indians on reservations which did not provide sufficiently for emotional and material needs of these people.

Credit is given to the Indians for fighting bravely against difficult odds. While there is a discussion of the pioneering role of black cowboys and black calvarymen, they too must share the guilt and shame of contributing to the conquest of the Indians by joining forces with Whites to help battle the Indians.

Significantly, this chapter delves into the efforts and failure of Whites to Americanize Indians just as they had done with the original Africans during colonial America. Adequate coverage is given to Blacks and the organized labor movement in the latter part of 19th Century America. This statement is also applicable to Blacks and Progressivism and how they were excluded from the tide of social reform. The authors do well in their attempts to show how Theodore Roosevelt's Square Deal and Woodrow Wilson's New Freedom failed to respond to the needs of Blacks and how these two Presidents justified their positions through the rationale that it was "politically expedient to do so" and that "segregation was in the best interests of black Americans and white Americans alike."

The military experience of Blacks from the Spanish-American War through Viet Nam delves into the frustrated hopes of Blacks who served their country in order to achieve freedom, equality, and manhood. Regardless of their gallant and heroic exploits in these military conflicts, Blacks failed to gain the equality they had fought and even died for. The race riots which erupted in the North because of the struggle by Blacks to ascertain social and economic equality are described analytically and comprehensively: "The riots generally began when (Blacks) fought against some especially discriminatory act. Frightened white citizens, convinced that black Americans were trying to threaten them and gain control, responded with violence. Police forces, ill-equipped to deal with riots, usually sided with white citizens, making black Americans take even more desperate actions."

Among other contributions of Blacks to American culture, the authors give excellent coverage to the Harlem renaissance and the birth of jazz. They also include a number of significant pictures illustrative of black life and culture. Simultaneously, presentation is made of the efforts by Spanish-speaking minorities to surmount the burdens of prejudice and discrimination. While their discussion is limited on Hispanos, Puerto Ricans and Mexican-Americans, it nevertheless represents a new approach to give total representation to America's multi-ethnic culture.

Rating: Good

review...3

This textbook has gone a long way towards reflecting the multi-racial, multi-ethnic nature of our society. Unlike others I have read, it does not mechanically introduce a "Negro section" or an "Indian section" but rather it deals with blacks, immigrants, and minority groups as part of the narrative flow. It does not avoid the negative and unpleasant features of our past, nor does it imply that all problems are past or on the way to solution. Two especially outstanding features are the "History and the Social Sciences" sections (which introduce the student to the methods of social scientists – economists, political scientists, geographers, etc. – and then give "case studies" showing how specific historical problems are dealt with by these social scientists) and the "Source Readings" (which present excerpts from documents, novels, historical studies and speeches that illustrate the problems in the narrative and present conflicting viewpoints forcing the student to evaluate the arguments and come to an opinion of his own). A splendid historical atlas, imaginative charts and maps and many well chosen illustrations add to the value of the book.

There are a few places where I would question the authors' emphasis or would argue that important information is slighted. For example, the matter of "forty acres and a mule" is characterized as a "rumor" which raised "false hopes" among the freed men which in turn contributed to the social and economic chaos in the South after the Civil War. This is true enough, but I would think that the authors might consider why land was not confiscated and distributed to the ex-slaves and why the ex-rebels were treated so leniently despite radical reconstruction. Similarly, when the authors consider the black in the post Civil War South, their discussion is balanced and accurate in its discussion of disenfranchisement, Jim Crow legislation, and the reactions of black leaders, such as Booker T. Washington and W.E.B. DuBois. Yet details that would make this meaningful to students are missing. The reader is told that the Plessy v. Ferguson ruling "was a serious blow to the efforts of black Americans to improve their lives." But why is this so? There is no real evidence given that the blacks were not given separate but equal facilities or that separate but equal is impossible to achieve. The reader is told that Washington spoke out against lynching but this is the only mention of lynching. The concluding sentence of the chapter that "Most black southerners continued to experience discrimination, segregation, and denial of equal rights" is true enough but details are lacking to give this real meaning. A few examples of how blacks were denied their rights — details like those given to support the generalization concerning official corruption during the Grant administration on later pages — would make the generalization more understandable.

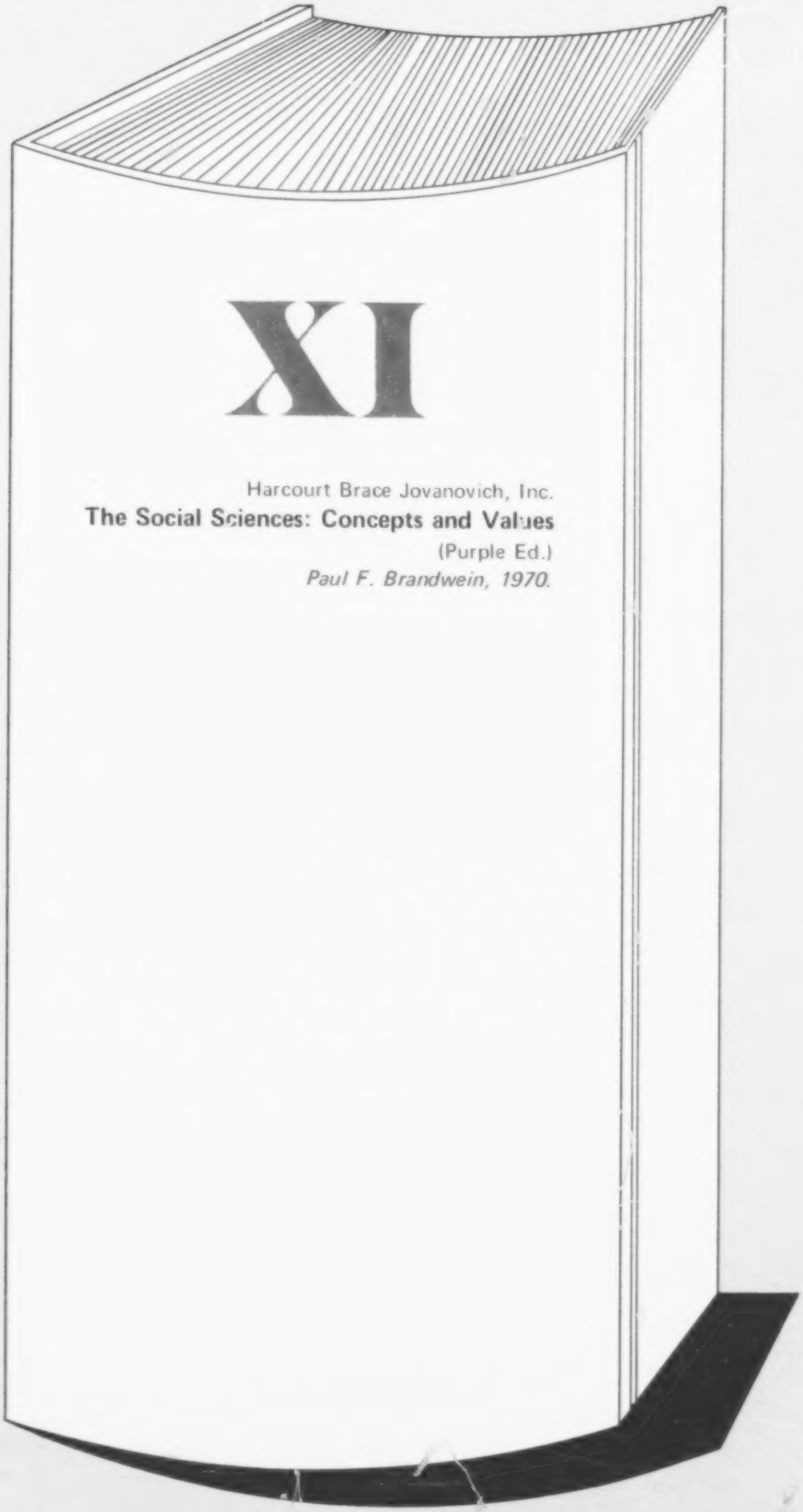
But these are relatively minor quibbles about what I think is a balanced and fair treatment of racial and ethnic minorities.

I would, however, suggest a much broader criticism. I cannot help questioning the use of this textbook (or any other of a similar kind, for that matter) to teach American history to high school students. Granted that this book is adequate in its coverage and that it deals fairly with minority groups. But most of it is, to be frank, a bore. This is a problem stemming not from the design of the book (which is superb) nor from the writing (which is clear and easily understood). The problem is that it covers so much. It tells a little bit about a lot of things, which, I suppose, is the task of a textbook. But I question whether this is the best way to teach American history. The rationale for this approach is that it provides the foundations for an understanding of American history — but this is clearly debatable. I was struck when reading this high school text by how little it differs in its coverage from most college texts I have seen. It would seem that the foundation built in high school must be rebuilt in college. This, of course, is not what happens. Instead, the result of using such a textbook is to leave the student with a mass of detail about a couple of hundred years of history, a mass of detail which he promptly forgets.

The authors of this text obviously recognize this difficulty and attempt to solve it through their imaginative use of concepts of social science and source readings. But I wonder how extensively these parts of the text will be used.

I realize that I have gone beyond my assignment in evaluating a textbook by calling into question the whole notion of using a textbook. Yet as a college teacher who each semester faces students who are ready to reject the study of history out of hand because of the boredom they experienced in their high school classes, I cannot forebear mentioning that perhaps it is time for the high schools to rethink their teaching methods. Moreover, it is to the credit of this fine text that the problem suggests itself to me. Indeed, if I were to use the text, I would place major emphasis on the source readings. Finally it is to the credit of the authors that the source readings and history and social sciences sections by themselves present the basis for an exciting and suggestive study of American history, a study which reflects the multi-racial and multi-ethnic nature of our society and its history.

Rating: Very Good



XI

Harcourt Brace Jovanovich, Inc.
The Social Sciences: Concepts and Values
(Purple Ed.)
Paul F. Brandwein, 1970.

review...1

The fifth level book (purple edition) of the Harcourt Brace Javanovich series on concepts and values is concerned with the major concepts of anthropology, physical geography, history, economics and political science. The very nature of these concepts demands the use of a pluralistic, multi-ethnic representation of our society. Throughout the book individual and group activities are focused toward the multi-racial backgrounds, although some of the photographs tend to be isolated. Part of this reason may be due to the mechanical format used to help the student refer to a particular photograph or sequence. The current theme, not always inferred in the photographs, is personal involvement in the democratic processes. This is most carefully outlined and suggested in the many helpful teacher-guide activities. The extensive annotations as well as the open-ended, inquiry approach to teaching the social studies must be considered one of the major strengths of the book, not limiting teacher initiative or creativity as can happen with many annotated teacher editions. The teaching objectives and structure of individual lessons are well developed. The evaluative checkpoints at the end of each section should be utilized for greater effectiveness, since they approach the more objective. Even so, the traditional teacher concerned with content may have some reservations.

The units on history and political science make every attempt to promote the multi-ethnic diversity of our nation's history. Although the book leans toward middle class representations, a scattering of other life styles is noticed. These do not depict or glorify any particular of the so-called myths of our society. The book invites particular involvement with controversial issues, not only of the past but attempts to place some of our current national issues in perspective, relating them to the historical issues of the past. In spite of the multi-ethnic approach, there seems to be noticeable lack of treatment of 20th century Indian and Mexican-Americans. When represented, traditional modes of dress are shown. One does notice readily the very high incidence of the human element of history. This is reinforced by human-oriented activities constructed for student research and investigation.

Comparisons of group interactions are clearly illustrated and presented in a variety of ways. The extensive number of colorful illustrations are very eye-appealing as well as informative. The political behavior sections allude to many of our cherished institutions without over-doing the matter. The role of the social scientist, and the encouragement to enter related vocations is, in fact, more than just a sign of the times. Background religious information is mentioned as it relates to group customs and never with evangelistic overtones.

Though human-oriented, seldom mention is made of our past or present heroes. Any "heroes" mentioned are meant to convey a particular role involvement rather than group or ethnic heroism. The many people represented in the book should substantiate any positive self-images of the student. Any changes in the structure of our society are suggested to be done through the democratic process: cooperation and respecting the rights of others around us, without perpetuating mythical connotations.

The authors selected photographs that appear to be children-oriented, as indicated by the large percentage that involve youthful faces. One might question the high reading level, however. To overcome this problem class discussions considering hypotheses, analyses, and inferences could be handled by the skillful teacher. The lack of mention of additional resources for student or teacher may also be a valid criticism. The inquiry approach is a very vital link to student involvement, but it does necessitate further pursuance of the discussion topics. A further help in this matter might be the pagination coordination of student text and teacher guide.

Most teachers have become accustomed to the inquiry approach to teaching by this date, so the book should capitalize on these strengths of the teacher. The response of the various classes should make this a very challenging approach to the social sciences. This fresh approach, combined with the activities dependent upon student involvement, should prove to be an exciting addition to any elementary curriculum.

Rating: Very Good

review...2

The Fifth Level – Purple Edition of the Harcourt, Brace, and Jovanovich Social Studies Series – "Principles and Practices in the Teaching of the Social Sciences – Concepts and Values" is exciting and 'different.' It employs a system approach to the study of man's relationship to man and man's interaction with his environment. The very careful step-by-step presentation of some knowledge and some degree of understanding leads students to seek new knowledge and new understandings. The open-ended inquiry method teamed with problem identification and analysis provides an extremely healthy model for social studies instruction in the elementary classroom.

The manner in which I chose to deal with the conceptual framework of the book was to examine the treatment of each scheme carefully in terms of its usefulness for students in Michigan in the '70's. In order to do this there arose the necessity to catalogue the social forces at work in the lives of the citizens of Michigan at this point in time and attempt to perceive the transferability of concepts and approaches to problems nation-wide as well as world-wide.

Students who read the headlines of newspapers and who watch the news on television have forced involvement to such controversial issues as desegregation, busing, open housing, inequity in job opportunity, school financing, tax reform, etc. It is refreshing that a group of educators has produced a series of elementary textbooks that provides unbiased factual information and a forum which allows for critical thinking and analysis.

After reading the book once and gaining appreciation for its comprehensiveness, I decided to return to the cover and examine the picture which appeared there. Upon careful examination of the picture, the thought hit me like a bolt of lightning. This picture presents an erroneous concept – that of the majority of the world's population being white. If the picture is intended to give a view of the multi-ethnic nature of the world's population, it is in my view, misleading. The concept of the white majority in the world population is erroneous. Rather the global world population view places persons of European derivation clearly as a minority. This truth must be faced if attitudes of arrogance and superiority are to be faced in our American society. If one searches the picture diligently, one finds a few non-whites in the crowd. To pictorially present a pre-dominance of persons of European descent does violence to the fact that three-fourths of the world's population is non-white.

Let's look at the beautiful picture on T8. I find it extremely difficult to justify the use of this picture. The text of the book seriously involves itself in concept seeking and in value seeking. Written for elementary school children and managed by elementary school teachers, it is imperative that the substantive issues of race which plague the very foundation of our nation be confronted. The beauty of a woman and child from India would not be questioned too often, at least in our state. The lead picture does not suggest ethnicity. One could easily get the impression that India would be central to the study. Could it be that this choice of picture was an appeasement gesture on the part of the publisher? In consideration of the treatment of minorities in textbooks used in public schools in Michigan and in the United States, the treatment of citizens of India could hardly be termed an issue. Instead, a picture of the Blacks, the first American (Indian), or the Chicano would, it seems to me, have been in keeping with the spirit of the text.

If to quote from page T16: "man learns social behavior from groups with which he interacts." It appears that the selection of an ethnic group closer to the average fifth grader's actual life experience would have been more appropriate than the picture of the beautiful lady and child from the country of India.

The immense contribution which social science can make to world peace and tranquility is surely and steadily approaching our curriculum development in this tremendously important series. In spite of my negative response to the two pictures, the overall evaluation is positive and enthusiastic. However, a State Department of Education, as the educational leader in the state, having assumed the significant role of textbook evaluation, must see the important corollary – that of intensified activity to stipulate and evaluate teacher training programs. These efforts must be commensurate with the improvement and progress in curriculum development. The "tool" or textbook is either limited or enhanced by the skillful or unskilled use of it. This is the need to carry teacher training along, hand in hand with the improvement in textbooks.

Proper use of this series could, in my opinion, revolutionize the system of education in this country. The model used in the series should serve as a springboard for teacher preparation programs both pre-service and in-service. The interdisciplinary-competency-based programs such as that being launched by Wayne State University's College of Education led by Dean Wilmer Menge (the first Chairman of the State Department Textbook Evaluation Committee) should be encouraged and supported by state and federal grants. There has to be a way to relate the efforts of textbook evaluation and activities in teacher preparation program reform. Large amounts of financial resources could be conserved if a scheme for cross-fertilization of ideas can be devised whereby this is not so much duplication of effort.

Summary Statement

This textbook is certainly the best that I have seen for upper elementary school students. Both the pictorial (with the exception of the first two pictures) and the verbal content reflect a pluralistic, multi-racial and multi-ethnic society past and present. Ethnocentrism is not encouraged. Historical controversies and present day issues are objectively presented and dealt with, including discrimination and prejudice against women. Many "open-ended" questions are raised and students are encouraged to seek information on their own.

I found the treatment of minority groups adequate and historically accurate. It was a pleasure to find the section on the protection of minority rights. The activities of Blacks themselves are too often obscured and children are allowed to think that Blacks accepted their condition of servitude docilily. Modern-day struggle for justice are also presented adequately.

The criticism of scope would focus on the absence of adequate information that deals with the crisis in the urban areas as distinct from racial discrimination or as an aspect of cultural adaptation.

The book is highly recommended for use throughout the state.

Rating: Very Good

review...3

The content of history and social sciences courses reflects the kinds of institutions and methods used to prepare, present, and teach them. Their success will vary according to the degree of coherence achieved between the preparation and presentation on the teaching side, and the qualities of will and skills brought to them from students. Together, these statements mean that modern American textbooks and all the trappings that go with them are drastically unsuited to teaching historical studies (including the social sciences) to, and concerning, minority groups in America. For whereas the former embody a massive, technologically and commercially intense set of institutions, informed with a rationalistic and establishment-oriented view of, and approach to, the world, the latter are alienated from that complex, resistant to the imposition of its values and self-image (which is egocentric and self-congratulatory), and quite understandably and properly estranged further by the impersonal and unsympathetic pedagogy that results. The analysis of Charles Silberman is, in this case, especially poignant.

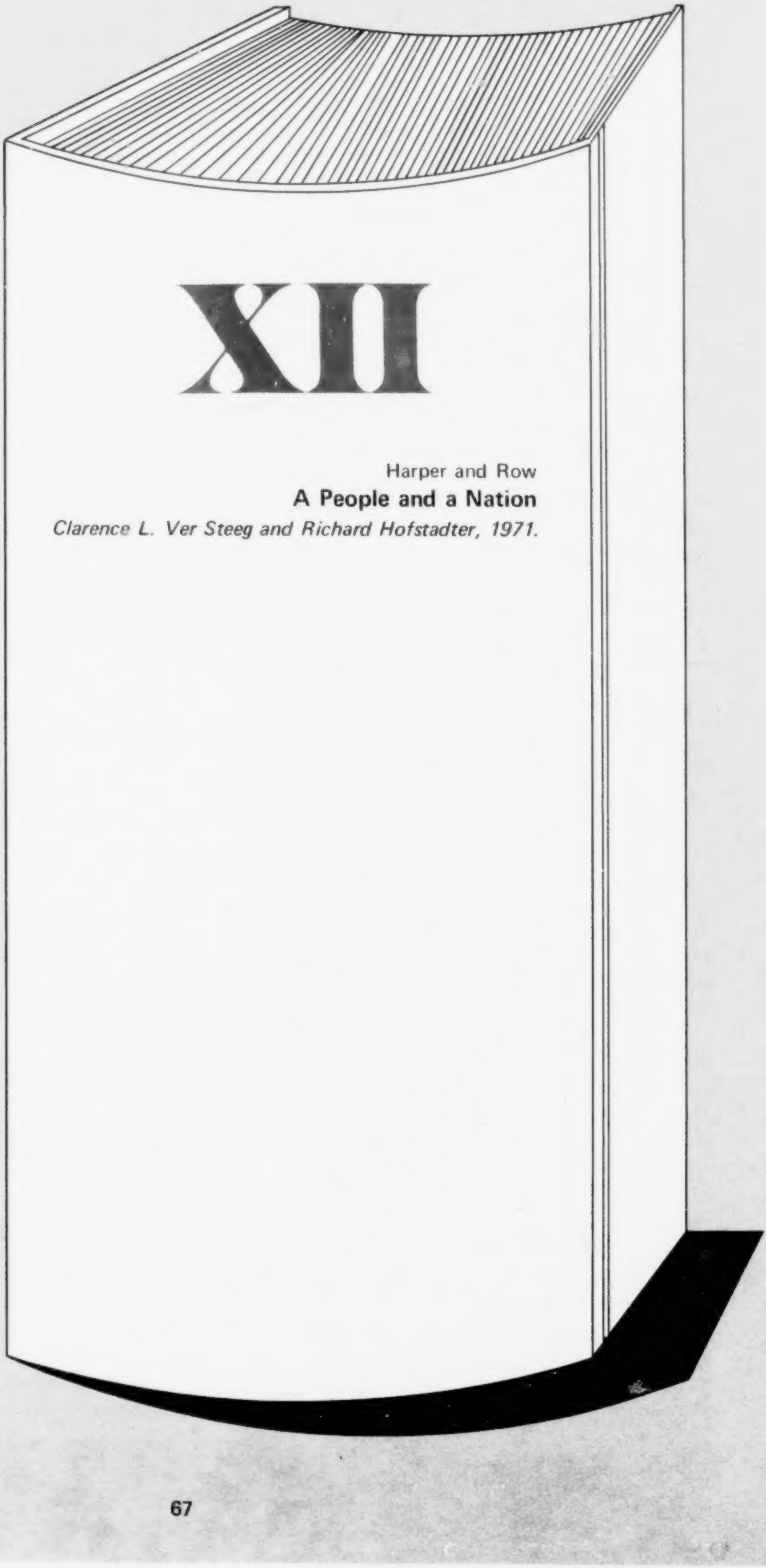
This textbook is a typical example of its kind. It was prepared not by an individual but by eight authors-researchers and forty-six consultants, under the auspices of the "Center for the Study of Instruction." The teacher's edition includes a fifty-four page introduction explaining the incredibly complex pedagogical theory and structure of the book, as well as thoroughly detailed instructions for the classroom use of every single page. If all the directions of this book were carried out, there would be no time left for fooling around. Of course the committees that produced the book did not intend that every direction would be followed, and they are polite about only 'suggesting' what might be done. They probably, and correctly, presumed that really good teachers would not need, and therefore would not use, very many (if any) of their suggestions. One wonders, however, who would be more likely to reach and teach minority-group students – the weaker teacher who defaults to this huge machine of a textbook for his questions, or the weaker teacher who struggles to deal with his students and his subject out of the resources of his own life. Are not the attitudes behind this regimented, centralized, homogenized, pedagogy (and scholarship) incompatible with genuine sympathy and hospitality for the values, concepts, and methods of minority-group students and teachers? With every pretense to the contrary, in other words, this book is still authoritarian and domineering, and representative of many of the values and institutions by which minority groups have been victimized, from which they are excluded, to which they now have little or no desire to be acculturated, and in the presence of which their time in school is a put-down, a put-off, and a bore. Can these sophisticated educators really believe, as human beings, that they can excite and engage minority-group students and teachers by 'helping the class verbalize the major unit concept-statement', by makework assignments of more lists, charts and diagrams of dullsville? One suspects that what accounts for this book is not sensitivity to the needs of those on the periphery of the modern academistic world, but rather the vast and largely excessive amounts of money that powered its production – every penny of which, and doubtless much more, will be made back by the slick sales organizations that prey on careless or profligate school boards and departments of education.

Of a piece with the self-centered pedagogy of the book is its flattering view of those aspects of the modern world of which it is so much a part. First, it carries to a ridiculous extreme the 'academic revolution' described by Jencks and Riesman by pretending that fifth-graders need or care to know what social scientists do, as the best introduction to what the social sciences have to tell us. Then, while claiming (falsely) that social sciences do not contain value judgments about economics, politics or cultures, they offer, elitist views of those phenomena. Thus, the anthropology section says that human interaction with environments leads to adaptation (p. 2), not to occasional (as in our case) failure of adaptation. Economics are understood as predicated on the confrontation of the scarcity of resources with the insatiability (so we needn't feel ashamed of our own greeds) of human desires; it follows that that society which is richest – not, for example, that which achieves the most stable relation with its environment – is best (132). The section on political science tells us that government *by definition* 'resolves conflicts and makes interaction easier among people.' (230) Modern 'man' (not just some of the rich modern, especially Western, men), we learn, tries to overcome scarcities by 'trade and transportation' (133), the word 'exploitation' does not occur. Finally, the book expresses the usual historical positivism and blindness to the ecological crisis of our own time, which we have come to expect in textbooks, owing to their previous commitments. 'Most people today have the use of a larger environment' (166), which (would that it were true) is good, since 'the more we use, the more choices we have' (176), apparently without limit. Despite asides about conservation, the book still stresses 'man's control over his environment' (5, 19) instead of harmony with it, and even says that 'advanced' societies are better adapted to their natural environments (132), which is dangerous as well as false. There is even mention of 'man's resources' (133). Correspondingly, it speaks of technological 'advances' (232) where it means 'conditions'. Nor should we be surprised that the book defines 'radical' (298) incorrectly and pejoratively, and that it betrays a certain middle-class bias in speaking of 'business suits like those worn by American men' (12ff.), bases the economic section on an entrepreneurial point of view, and even mentions the 'selling' of ideas (134), which is what, as I said, this book seems to be all about.

Less important, though equally revealing, are the more specific errors that go along with the fallacious and inappropriate premises just discussed. While its treatment of blacks is shrewdly prominent, its ignorance or insensitivity to that of Indians (254), Chicanos and Puerto Ricans (317) is offensive. 'Women were once the object of strong prejudice' (340), it says, as if that were not still the case. The President of the United States 'speaks for all Americans.' (242). Majority rule assumes the rationality of popular political decisions (231), it tells the minorities. And of course the stress of the anthropological section, on adaptation, stresses also the practical value of conformity, and largely ignores the values of deviance and individualism.

Obviously, this book is not all bad, and the emphasis given here to its fallacies with regard to a specific issue is a function of the nature, purpose, and brevity of this review. Its main theme, of introducing students to the social sciences, and primarily anthropology, frees it from the difficult encounter with American history as a whole and with the place of minority groups therein. It uses that freedom rather well; it deals extensively with the history of Afro-Americans and, much less thoroughly or adequately, but commendably, with women in America. It even presents these histories in terms of their exemplification of social conflict, rather than consensus. Furthermore, it tries to relate the social sciences to the life-experiences of students, and the last section even focuses on the pluralism of American society. If, on the whole, the book must be judged inadequate with regard to its treatment of minorities and minority issues, its faults are inadvertent, and inherent in its genre. I am afraid that this book, and books like it, will not be a part of the solution of our intricate social problems because it, and they, are too much a part of the problems themselves. And while it is true that most ten-year-olds may not notice what this book does to them, their teachers and other educators should beware.

Rating: Fair



XII

Harper and Row

A People and a Nation

Clarence L. Ver Steeg and Richard Hofstadter, 1971.

review...1

Clarence L. Ver Steeg's and Richard Hofstadter's *A People And A Nation* is in many respects an exemplary text. It is judicious, authoritative, and inclusive in coverage. It reflects the most recent scholarship, with some exceptions. It describes and contrasts the conditions of life and labor of the poor, the middle classes, and the rich. And it meets – and meets well – almost every standard for the treatment of minorities set up by the Michigan Department of Education. Specifically, it enumerates their contributions, establishes the legitimacy of their life-styles, ignores or demolishes most of the old myths, and commits few, if any, "sins of commission." This text abounds in other excellences. The conception and organization are thoughtful, and the balance of political, economic, social, and cultural history is good. The graphics and other auxiliary paraphanalia are superb; indeed, the lavish use of pertinent illustrations and eye-attracting graphs add greatly to the work's readability, utility, and general interest. The inclusion of brief, box-enclosed statements on conflicts by both contemporaries and historians further enhances the intellectual quality.

The prose of *A People And A Nation* is clear and direct, but otherwise commonplace; it could have been written by an editorial board. Lacking are those graceful turns of phrase which distinguished the other writings of one of its authors (the late Richard Hofstadter). Lacking also, except in the post-World War II section, is the kind of narrative force that gives events the dramatic tension they really possessed. The political sections are traditional in character and scope. They fail in particular to state, let alone analyze, the impact of immigration and immigration-related issues on the American party system. Why, for example, did German Catholics tend to join the Democratic party, German Protestants and Scandinavians the Republican party? Why did so many Italians in New England become Republicans? To what degree was party affiliation economically motivated, and to what degree was it motivated by ethnic and religious considerations? How did issues such as prohibition, parochial education, *et cetera* determine the outcome of elections?

More critically, the treatment of minority groups is one-dimensional. There is no recognition that the contribution of immigrant groups to American society varied enormously with the country of origin, social class, and historical background. Virtually all historians and sociologists know that Jews have made a disproportionate contribution to American society. Should not this be said? They similarly know that immigrant groups brought to this country the conflicts, animosities, and tensions of their native lands. American isolationism toward World Wars I and II was in considerable part a reflection of the anti-British attitudes of German and Irish-Americans. The global containment policy of the Truman, Eisenhower, Kennedy, and Johnson administration drew powerful political support from (though it was not, of course, caused by) first and second-generation East Europeans. Tension between Irishmen and Jews in the United States has been long standing (a bloody riot in New York in 1902, to cite but one of many examples). The control of the Catholic Church by the Irish has produced great tension between the Irish and other Catholic immigrant strains. The antipathy of second-and third-generation Slavs toward Negroes (Cicero, Detroit, and so forth) has exacerbated racial friction in the North, though it bears emphasizing that blue collar Anglo-Saxons have been no less discriminatory.

The "sins of omission" alluded to above (there are many more) point up some of the problems inherent in rewriting textbooks on the basis of a specific mandate such as the State of Michigan has written into law. It is both historically and morally right that a pluralistic society should demand inclusive treatment of the contributions made by its diverse strains. But it is wrong that in so doing it should misstate, through omission of all that is unpleasant or fails to support the pedagogical objective desired, the unevenness of the contributions, the perpetuation of Old World animosities, and the failure to transfer to the United States much of European culture that was high and complex. Nevertheless, this remains on balance a first-rate text – one distinguished in particular by its rich, thoughtful, and objective treatment of post-World War II America.

Rating: Good

review...2

Harper and Row's "A People and a Nation," deals primarily with events in a chronological order. Most issues and events are not elaborated upon. Therefore, it becomes difficult to realize the extent of an event's impact on the people, or a specific group of people.

The thinking and feelings of ethnic groups such as Native Americans, Chicanos and Blacks, are not alluded to. In no way does the author infer or suggest how legislative bodies throughout the history of this country failed repeatedly to protect the rights of minorities, and in fact often created roadblocks to minorities' progress. Being one's own historian, as the authors' suggest, may be fine for the scholarly student, but the story ends with the textbook for most students.

Vital social, economic, and educational problems are omitted. This is an area of great concern for minorities. The extent of racial prejudice and discrimination against Black, Chicanos and American Indians as it exists today, is not mentioned.

Governmental agencies, such as the Department of Interior, Bureau of Indian Affairs, Army Engineers, Bureau of Reclamation, and many other agencies which have had, and still have, a detrimental effect upon the Native Americans' land base and domestic problems, are not mentioned at all.

The authors have inferred that the highest ideals of this country, such as due process of law, justice, and the pursuit of happiness, have been denied to certain ethnic groups from time to time. However, the reasons for such practice are not always clear. Consequently, the readers can only conclude that what the dominant society wants, it gets. Democratic principles, equal justice, and due process then mean that these apply only to a select group.

Corporate plunder on Indian lands, hunting and fishing rights, forced sale of non-treaty Indian lands, with prices set by the government, are a few areas which deny people their basic rights as guaranteed by the constitution. Small Indian tribes, and contemporary Indian leaders who often receive the most abuse, are not mentioned. Viewpoints of the Chicanos and the American Indians are not included, although these people make up a unique part of this country's people.

The Indians were defeated, and the dominant society took over the country. What is the status of the defeated people today? The authors fail to mention that the Indians are still here with the same problems – how to obtain equality, justice, and dignity in their own country. The cultural basis of America is supposedly a combination of Black, European, and Indian, but the authors do not bear this out.

The over-all picture of America's multi-ethnic peoples, their contributions, and their values, are not projected. The Blacks, it seems, cannot be satisfied with the slavery issue because they view it not solely as an economic need of the times, but as an affront to human dignity, and not at all within the realm of democratic principles.

The text, "A People and a Nation," may be satisfactory to the general population, but in view of today's concerns, minorities again will feel slighted.

The authors fail to show that the Native Americans are capable of anything but making treaties, getting in the way of progress; and in no way do they show the Indians' contributions to this country's heritage. It seems that at least some Native Americans are successful by Anglo standards.

Twenty billion dollars a year go into major cities for various government projects as compared to a mere fraction of this amount spent for Indian reservation projects. Are we all not burdens of our own government because of our own attitudes and desires?

To gain insight into a people's history, problems, and development or demise, it seems necessary to examine the governmental structure affecting them the attitudes of the dominant society, and the institutions such as schools, foundations, and churches. These great institutions and the people at large, it seems, could have affected a positive approach in dealing with the Native American. Even today, these same institutions can exercise a great thrust upon the Department of Interior. The Bureau of Indian Affairs, and the various State Departments of Education. Instead, it seems that educators and society in general are content to allow large corporations, political power and vested interest groups to continue to do as they will about Indian lands, rights, and education.

It has been mentioned by Hazel W. Hertzberg of Columbia University that there has never been a body of literature or rationale defining the Indian as a permanent enemy or outcast inferior. Nor has there been a national consensus against intermarriage. Why then do textbooks continue to portray the first Americans as victims, noble savages, or ignoble savages? Isn't it possible and highly probable that the law, economics, health, and educational status of the Indian today exists because of the system, or even the desire of the masses? Otherwise positive changes would occur. I cannot see where *A People and a Nation* has projected sufficient change over other texts in depicting the American Indian as a unique people and a part of this country's heritage. It would be difficult for any particular ethnic group to see or feel that this text portrays their true part and existence in America's history.

Rating: Fair

review...3

"A People and A Nation," by Clarence Ver Steeg and the late Richard Hofstader, is essentially the traditional, chronologically organized, political, and military history of "a nation". Interspersed, but not always interwoven, throughout the narrative, and presented in multitudes of illustrations, graphs, charts, and quotations are the social, cultural, and economic aspects of U.S. history; an attempt by the authors to present "a people" as well. The book rates pluses in many respects but minuses on several important counts.

The main charge to reviewers of these texts was to determine "the extent to which (a particular) book reflects the multi-racial, multi-ethnic and pluralistic nature of our society past and present." On the basis of both a superficial and a thorough examination, "A People and A Nation" must be given a favorable rating in respect to that charge. Blacks and Indians are much in evidence from the first pages to the last, and their roles in both the past and the present are given extensive coverage. The Mormons are there and the workers and the mountain men and the immigrants and the kids at both Kent and Jackson State, as well as the nation's military and political leaders. Women, as an afterthought, are given a bit of space, too, but opportunities for a reasonable response to their legitimate demands for recognition are frequently missed. Heroes are appropriately demythologized and efforts made to present them as real life people.

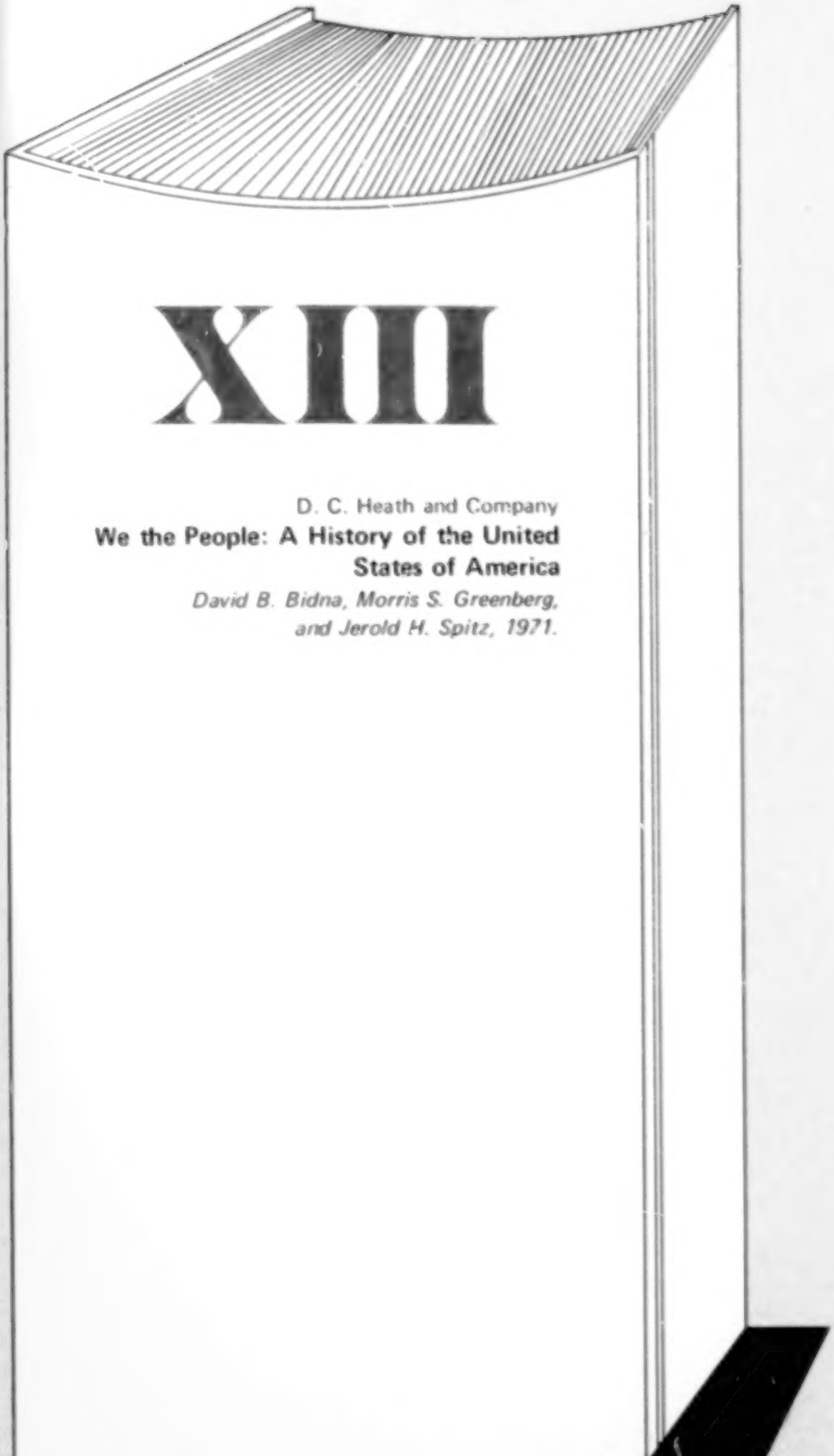
The narrative portion of the text is generally coherent, clear, and free-flowing, but it is open to criticism at some points. At times it shows the clarity and grace of expression expected of Richard Hofstader, particularly in the earlier portions of the book and in the presentation of the political aspects of U.S. history. However, in the later chapters particularly, descriptions of events sometimes becomes confused. The fault seems to lie in assuming too much detailed knowledge of recent history on the part of the students for whom it is intended. Bibliographic listings are, strangely, limited to five per unit for a total of only forty-five in the whole text. The one page of analytical open-ended study helps following each chapter are inspired and stimulating. The full page illustrations at the beginning of each chapter are imaginatively chosen and serve as excellent introductions to the chapters. However they are frequently diminished by the less critically selected and positioned visuals.

The written portion of any text should be its major feature. All other materials included should serve as a supplement to it and should be selected on the basis of their pertinence to points made in the text. The relationship of illustrations to the text should be apparent and readily understood. "A People and A Nation" rates very low on this point. A reading of the text is continually interrupted and obfuscated by masses of charts, maps, poorly placed illustrations, confused collages, and fragments of primary sources that should and could, but do not always, illustrate and clarify the written material. The text of the U.S. Constitution is completely lost in a welter of notes, explanations, abbreviated Supreme Court decisions, and questions.

All of the graphic material is good in and of itself, but it is not edited and positioned to clearly illustrate specific points in the text, nor is it always reproduced well. Full pages of books, large portraits, etc., are reproduced only slightly larger than a postage stamp and scattered along the margins of the pages. Many fine illustrations are lessened in usefulness and importance by being placed through the center fold for no apparent reason. The captions for the hundreds of illustrations are in extremely fine print, often omit pertinent information, and almost every one compulsively poses a question. After the first several hundred such questions, not always of a high caliber, the effect becomes as monotonous and irritating as a dripping faucet. Good scholarship should also demand that the sources of illustrations be readily located. When they are alphabetized by source, as in this and many texts, rather than being listed by page numbers, locating and tracing the source of any particular one becomes almost an impossibility.

The many excellent aspects of this book tend to be overshadowed by its fault. The faults could have been eliminated by a knowledgable and discriminating editor who understood the written text and the purpose of supplementary material in relation to it, who appreciated the esthetics of the printed page, who knew high school students and teachers and their needs and limitations, and who was given the freedom to edit accordingly.

Rating: Good



XIII

D. C. Heath and Company

We the People: A History of the United States of America

David B. Bidna, Morris S. Greenberg,
and Jerold H. Spitz, 1971.

review...1

The textbook, *We The People. A History of the United States of America,* is a new approach to the treatment of minorities in history textbooks. However, the authors, either because of inadequate research (the date of the Detroit riot is given as 1966 instead of 1967) or basic attitudinal preferences, did not deal with some of the dynamic problems related to minorities and in particular Black people.

Chapter one does an excellent job of presenting the non-white pre-history of America, both in the text as well as pictorially. In one of the summaries the point is made that "The first Americans came from Asia." However, in dealing with the "discovery" and exploration of America the contributions of the Black explorers are not mentioned. Greater diligence in research could have uncovered such facts as the Black racial heritage of one of Columbus' ship captains and the number of Blacks who were along with Cortes and Balboa in their explorations.

The authors obviously make a conscious effort to present Blacks and others pictorially and beyond that show them interacting with each other. There are pictures, for instance, which show youngsters of different racial backgrounds in school together. One of the pictures shows White and Black students getting off a school bus together.

This text gives credit to Blacks such as Benjamin Banneker for his contributions in the building of the nation's capitol city. However, no mention is made of Crispus Attucks, the first man, Black or White, to die for American independence. The text does mention almost in passing that Blacks and others made contributions in the defense of the nation's freedom, but make no mention of the discrimination that existed and still exists in the armed forces.

The greatest fault of this text is that like most American history books, it is guilty of omissions. It deals with controversial matters by simply omitting certain important key aspects of our nation's history.

The authors' treatment of the entire issue of slavery and suffrage is completely insufficient. They make such contradictory statements as, "People in the North had much freedom. They could move from one place to another and change jobs. They also had much political freedom, though Negroes and women could not vote." When one talks about Negroes and women being unable to vote, one is talking about much more than fifty percent of the entire population.

On page 185 of the text there is a picture with the title "Two Sides of Slavery". One picture shows two house slaves in a conversation with their mistress. The house slaves are both neatly dressed. In the other picture a slave is shown in ragged clothing being auctioned. It appears that the authors were attempting to convey the message that slavery was not all bad. On page 198 there is a picture of slaves dancing outside a slave shack. This apparently attempts to demonstrate that slavery in some cases was a pleasant experience. Even though the text states (at least in three short sentences) that the life of the slave was hard, a picture can express so much more. It is disappointing to read a textbook in American history which simply omits the horrors of slavery.

The political role of Blacks during the reconstruction period is completely omitted from the text. The fact that Black senators, congressmen, judges, and lieutenant governors were elected in the South during this period was simply not mentioned. From a self-concept point of view it is important to point up the fact that Blacks throughout this very difficult period made some very significant contributions to the South such as the creation of a true public school system (ironic as that fact is.)

Also, the reign of terror that existed after the reconstruction period is not mentioned. The authors appear to be historical diplomats rather than true historians.

The authors also make a point of omitting such famous Black leaders as Malcolm X. There are many pictures of Martin Luther King, however. But the concept of Black power is not represented in this text. The fact that this has been omitted could very well undo many of the fine improvements and features of this book. Leaving this important point out of a textbook is a reflection of the bias of the authors.

The authors also miss a tremendous opportunity to deal with a serious problem, and that is the white flight to the suburbs. Youngsters should have the opportunity to discuss this very real problem as it relates to Blacks and whites relating to each other However, this point is not mentioned in the chapter dealing with the cities.

Finally, I feel that the teachers' manual does not allow or give the kind of suggestions that are necessary in order to make this a first class American history book. This text is an improvement, but falls short of being a meaningful text for Blacks as well as whites.

Rating: Fair

review...2

D. C. Heath's "We the People: A History of the United States of America," is a curious anomaly: in one sense it departs significantly from conventional eighth-grade U.S. history textbooks; in another sense, it bears a striking resemblance to them. Written for pupils with learning problems (the authors tend to equate learning problems with reading problems), the teacher's guide is organized according to a nine-step "program sequence," presumably designed to program both student and teacher through the subject matter — a step-by-step approach reminiscent of many basal reading programs. This is a lavishly-illustrated text, replete with maps, diagrams, charts, time lines, pictures, photographs, sketches, and reproductions of historical documents. Paragraphs and sentences are short and stilted. The vocabulary load is light and the reading level is low (approximately fourth or fifth grade, depending on the readability formula one uses), reflecting a desire to minimize reading difficulties for the slow student. Many sentences are broad, sweeping generalizations, which tend to oversimplify complex ideas. Mindless, flag-waving patriotism is muted. The text devotes extensive but perhaps not inordinate coverage to U.S. history prior to 1900, and seeks to strike a refreshing balance between recent and "old" historical events. The last two units, "The 1960's, Years of Change," and "Americans Look Toward the Future," seek to sensitize the reader to realities of contemporary American society. For the most part, this book gives the impression of being decidedly more appealing and useful to students and teachers than its dreary, foreboding predecessors.

Unfortunately, the substantive content of the text belies this observation. Not only does the book give token attention to the pluralistic, multi-ethnic, multi-racial nature of society, it also fails to provide an intellectually-honest, straight-forward account of historical antecedents and contemporary manifestations of the problems, needs, and aspirations of America's ethnic and racial groups. It is precisely in this sense that the book closely resembles extant U.S. history texts as well as those of earlier vintage.

In only a few instances does the text refer specifically to the struggle of Blacks for political and economic power, self-identity, dignity, and equality — despite the ceaseless efforts of the dominant white majority to deny them full and unrestricted access to the mainstream of American society. Puerto Ricans, American Indians, and Mexican-Americans receive only minimal attention, as to create the impression that the authors regarded them as less important elements of the American mosaic. Also conspicuously absent is mention of the women's liberation movement. Some attention is accorded the civil rights movement, but curiously enough, this era is treated in a bland, simplistic, dispassionate manner, as to create the impression that racism and prejudice have been legislated out of existence. True, Dr. Martin Luther King Jr. does receive some attention but Malcolm

X, Stokely Carmichael, and other contemporaries are not mentioned. Presumably, these authors regard the causes and effects of racism as explicated by today's revolutionaries as inappropriate for the young reader's consideration.

Seeking to prevent a view of American history as certain and assured fact, the authors studiously avoid presenting open-ended, reflective questions in their student and teacher editions. Rather, they rely on broad, pontifical platitudinous generalizations, which conveniently skirt issues involving conflict and controversy. For example, such grim realities as the war in Viet Nam, inflation, unemployment, urban decay, poverty, labor-management relations, governmental control of mass media, racial conflict, drug abuse, our military-industrial complex, sexuality, law and order, and political alienation, are either omitted entirely, or if mentioned at all, receive casual, incidental attention.

The highly expository nature of the text, its tendency to avoid open-ended, reflective questions, its reliance on glib superficial answers to complex issues, and its steadfast aversion to conflict and controversy will appeal to the intellectual Neanderthal who casts about for "safe," canned, predigested accounts of eighth-grade U.S. history. The creative teacher-scholar will be captivated by the extensive use of visual materials, but will be repelled by the lack of scholarship, intellectual honesty, and open-ended, inquiry strategies. If anything, the text tends to encourage the time-honored approach of "tell the reader what you're going to teach him, try to teach it to him, and tell him that you've taught it to him." In these times teachers can ill-afford to rely heavily on texts of this type. The stakes are too high.

Rating: Fair

review...3

WE THE PEOPLE is a later elementary social studies book about the history of the United States. The text presents a multi-ethnic format in the form of photographs. Blacks are depicted throughout the book as a struggling minority seeking upward social mobility and as people with high ranking and responsible jobs. The text, however, does not treat other minority groups in a cross socio-economic manner. In particular, photographs of American Indians and Latinos depict a life style of poverty and depression. In some instances, where photographs are shown, very little narrative development is given to present a positive self-image to children of Latin American and American Indian descent.

The book reflects a very Eurocentric view point in regards to the Mexican War of 1846.

> "The Mexican government did not want to sell Texas or give it up. For this reason the government passed a number of laws to control the American settlers. Americans who moved to Texas were to become Mexican citizens."

At that particular point of time what the book refers to as Texas was actually Mexico. References made to the geographical location in question should be qualified as this ethnocentric approach is demeaning to Mexicans. An assumption is made that Mexican Laws were passed to oppose the American *people* as compared to the *values* and *ideals* which these people believed. Religion in this historical respect is omitted entirely. Slavery was considered a negative concept not because Americans utilized it for economic benefit but because of the strong religious convictions of the Mexican people which forbade such practices. Mexico is a very Catholic oriented country. However, the text makes no mention whatsoever of the religious background of the country. Religion plays an important role in the historical decisions made in Mexico, a factor the text omits. Most countries request that foreign people who live in their lands for very long become citizens of that particular country. This being true, the reference made in regard to Americans becoming Mexican citizens rings of racism.

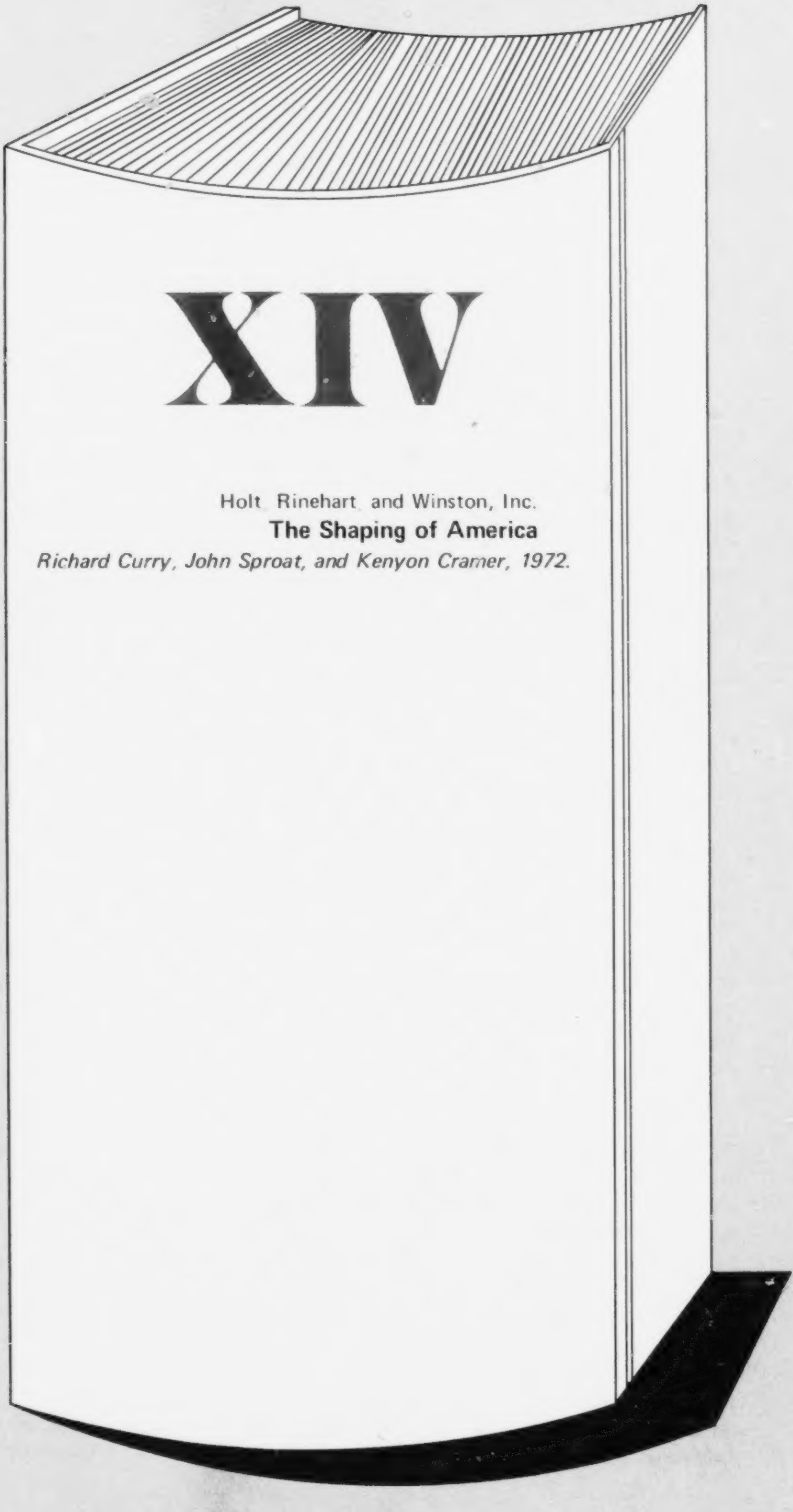
> "The Mexican government was angry over the American annexation of Texas. Mexico claimed that it still owned Texas".

Using the term "angry" to describe the Mexican government's reaction to the take over of some of its land is not an accurate account of the relationship and factors involved between the American and Mexican governments. The statement that Mexico claimed ownership of the territory in question implies that there is doubt concerning rightful ownership.

The entire treatment of the Mexican War is very biased and ethnocentric. In summary, the account of this particular historical period takes on a very Eurocentric flavor.

Other than the photographs and brief excerpts very little attention is given to important sociological concepts such as: unemployment, education, urban poverty, and political organization of minority people. These particular concepts have been and will continue to be extremely important to the sociological development of minority groups in America. The format for the treatment of these important concepts is a very traditional European immigrant historical approach with the addition of appropriate "period" photographs. It would appear that a later elementary (eighth grade) textbook on American history would be an ideal time to introduce contemporary issues such as the ones mentioned above. Although WE THE PEOPLE does attempt to deal with the multi-ethnic approach to social studies, it is still a very white and superficial effort.

Rating: Fair



XIV

Holt, Rinehart, and Winston, Inc.

The Shaping of America

Richard Curry, John Sproat, and Kenyon Cramer, 1972.

review...1

This review is from the points of view of intergroup relations and cultural pluralism.

I. Some of the main strengths of this text are:

1. The book makes a considerable effort to be people and grass roots oriented. It is sensitive to life-styles, to art, literature and popular culture, to ideas, feelings, and fads of Americans of all classes. For example, among several of this type, it has a section on "Art In The Roaring Twenties".

2. It contains straight-forward sections and illustrations on the slave trade emphasizing its cruelties, exploitation and dehumanization. Descriptions of the institution of slavery in the colonies and in the states are realistic and tough-fibered. Slavery is termed "a system of social control based on racial prejudice. . .".

3. This text is pro-Civil Rights. It condemns racism and praises the leadership of the Warren Court for its Civil Rights decisions.

4. It contains a five page exposition of the Civil Rights struggles of the sixties, with material on Martin Luther King (picture) and Stokely Carmichael, among others. There is a brief but sociologically insightful description of the Black Power movement.

5. Blacks are referred to as Blacks in this text.

6. In paragraphs on writers such as Richard Wright and Ralph Ellison, the text attempts to give students some insight into the identity problem and alienation of Blacks in this country. In a box it carries Claude McKay's famous poem:

> "If we must die, let it not be like hogs,
> hunted and penned. . ."

7. The text mentions and identifies approximately 59 Blacks. Main categories are: spokesmen and leaders, 17; music and entertainment, 16; writers, 13; sociologists and historians, 5; African leaders 3; athletes, 2. (See also weaknesses in the following section.) There are photos of Martin Luther King, of Duke Ellington, and of Juno Kenyatta.

8. Injustice on the part of the United States and the suffering on the part of the Cherokees are indicated in the text and on a page bearing the portrait of John Ross, Cherokee chief during the forced removal of the tribe from ancestral lands. This page also bears a reproduction of the painting (in color) of "The Trail of Tears".

A section on "Frontiersmen and Indians Clash" (pages 291-295) places major responsibility for invasion of Indian lands and conquest on the whites It also indicates that Indians learned they could not depend on promises of the U.S. Government. The text is somewhat anthropologically sophisticated, emphasizing the clash of cultures. Slaughter of the buffalo herds is pointed out as the "decisive factor" in the defeat of the plains Indians. Some materials from the Indian point of view are included. The corruption and ethnocentrism of the Bureau of Indian Affairs is noted.

Final references to Indians indicate that they are among the groups of Americans in poverty, that they have long been "the most oppressed and brutalized minority", but that they have begun (1960's) to find "a renewed sense of racial-tribal pride".

9. A box on page 764 contains four paragraphs of Cesar Chavez' thoughts on organizing and on non-violence.

10. This text carries a six paragraph box on page 735 quoting from Gloria Steinem on what male-female relationships would be like and what parental responsibilities would be if the feminist revolt is successful. There are two paragraphs on page 734 placing "women's liberation movement" in the context of "general re-awakening of social consciousness" in the 1960's.

11. The results of prejudicial and racist thinking

is emphasized in discussions of treatment of the Japanese. A box on page 480 contains a five paragraph quotation from the writings of a Japanese boy struggling against prejudice in America. The text speaks of Japanese removal from California after Pearl Harbor as "the worst single mass violation of civil liberties in American history" (page 648).

12. There is a very strong statement condeming Hitler's antisemetic and racist policies.

13. The book discusses social problems such as racism, crime, drugs, poverty, pollution, alienation and the Vietnam war.

II. Some Weaknesses of this Text:

1. An ethnocentric view of American Indians is presented up to the discussion of the treatment of the Cherokees in the 1830's. There is no discussion of racist attitudes toward Indians in the colonies and among Americans in general. There is no discussion of the combination of forces directed at crushing Indian culture.

2. The decision to recognize slavery by the three-fifths rule in the Constitution is not sufficiently emphasized.

3. The economics and politics of Black-White relationships in the history of the American people is not sufficiently emphasized. The extent of economic exploitation under slavery and under the semi-caste arrangements of a racist society is not made clear.

4. The selection of Blacks for mention is somewhat narrow. There are no inventors, no mention of Blacks in medicine or in business. There is insufficient note of Black judges and of Blacks in positions of political power.

5. There is insufficient emphasis on growing economic and political power of Blacks in this country.

6. The book has a strong anti-racist approach, but nowhere is the *false biology* of racism made clear. Prejudice and racism are presented as synonomous.

7. The book has very little on exploitation of Chinese labor and on racist thinking in connection with Chinese exclusion.

8. Material on Mexican Americans is exceedingly brief.

9. I found but one mention of Puerto Ricans in the United States in the book and this is as follows:

> ". . .minorities pressed together in the teeming ghettos of the cities, especially Blacks and Puerto Ricans".

10. There is no discussion of the issue of separation of church and state.

11. The question of religious intolerance and bigotry in this country receives very little attention.

12. Terms like "teeming" and immigrants "poured in" tend to dehumanize the people described.

13. The book handles the whole subject of immigrants somewhat ethnocentrically, much too briefly, and does not place this vast subject in the major framework it deserves.

14. There is insufficient discussion of ethnic or religious minorities such as Irish, Poles, Italians, Greeks, Hungarians, Armenians, Catholics, Protestants or Jews.

15. The book lacks a discussion of the difficulties and various "solutions" of creative existence of Indians among white Americans.

16. There is no discussion of the "melting pot" forces of American society versus the forces moving toward cultural pluralism.

17. An odd note: Paul Revere's drawing of the coffins of the five men shot down in the Boston Massacre is presented among other materials; but Crispus Attucks is not identified as Black.

Rating: Good

review...2

The Shaping of America sets a hopeful tone for future secondary textbooks to follow. The scope of minority group participation is broad and exhibits considerable depth. The authors have succeeded in demonstrating the multi-racial, multi-ethnic, and pluralistic nature of our past. They have also indicated, without attempting to lead students to stereotyped responses, the major questions in the American historical experience. Moreover, the nature of the questions seems to suggest that Manifest Destiny Indian Policy and the White Man's Burden tended to obscure America's imperialism. By utilizing open-ended questions the authors will hopefully challenge young Americans to look more purposively at the American past.

The question format and the narrative affirms an interpretation which sees minority group members as active participants in the historical process. In the pre-Civil War period Black abolitionists are considered as serious antebellum reformers. Although brief, this section has more merit than some specialized works in the field such as Arthur M. Schlesinger's *The American As Reformer* and Henry Steele Commager, editor, *The Era of Reform*. Both works convey the idea that antebellum reform ideology was lilywhite.

In the more recent period the depth of focus in *The Shaping of America* is perhaps best revealed when the authors discuss popular culture or social intellectual trends within minority groups. Theirs must be the first attempt by secondary textbook writers to consider seriously the musical contributions of Charlie Parker and Dizzy Gillespie.

When dealing with the non-Western world the authors demonstrate that African liberation, the National Liberation Front and mainland China encompass more complexity than can be contained in political catchwords. Most important the editors convey that the validity of non-Western political assertions are separate and apart from American considerations of national interest. Consequently the authors avoid the cold war mentality of evaluating the developing world's socio/political action positively only in the degree to which they coincide with American strategic requirements. This work makes a giant stride toward eliminating the ethnocentricity which permeates so many secondary textbooks.

Rating: Good

review...3

There is no discussion of Indians living in America at the time of Columbus' first visit to the New World, and no account is presented on the role of Blacks during the age of exploration. The diagram, however, on the voyage of Blacks across the Atlantic is very illustrative of the slave trade. A rather good discussion is made on indentured servants and how colonial legislation between 1640 and 1700 systematically deprived Blacks of their freedom and legal rights, transforming them from human beings into chattel property.

An excellent argument is given on how racial prejudices were more responsible for the establishment of slavery than economic forces through the rationale that "the black slave became a significant factor only in the 18th Century, well after the legal codes enslaving blacks were established." The authors attempt to erase the mis-conception that people of different ethnic, religious and cultural backgrounds are inferior and potentially dangerous by acknowledging that the Africans had come from a "complex and highly artistic culture" which the English failed to understand.

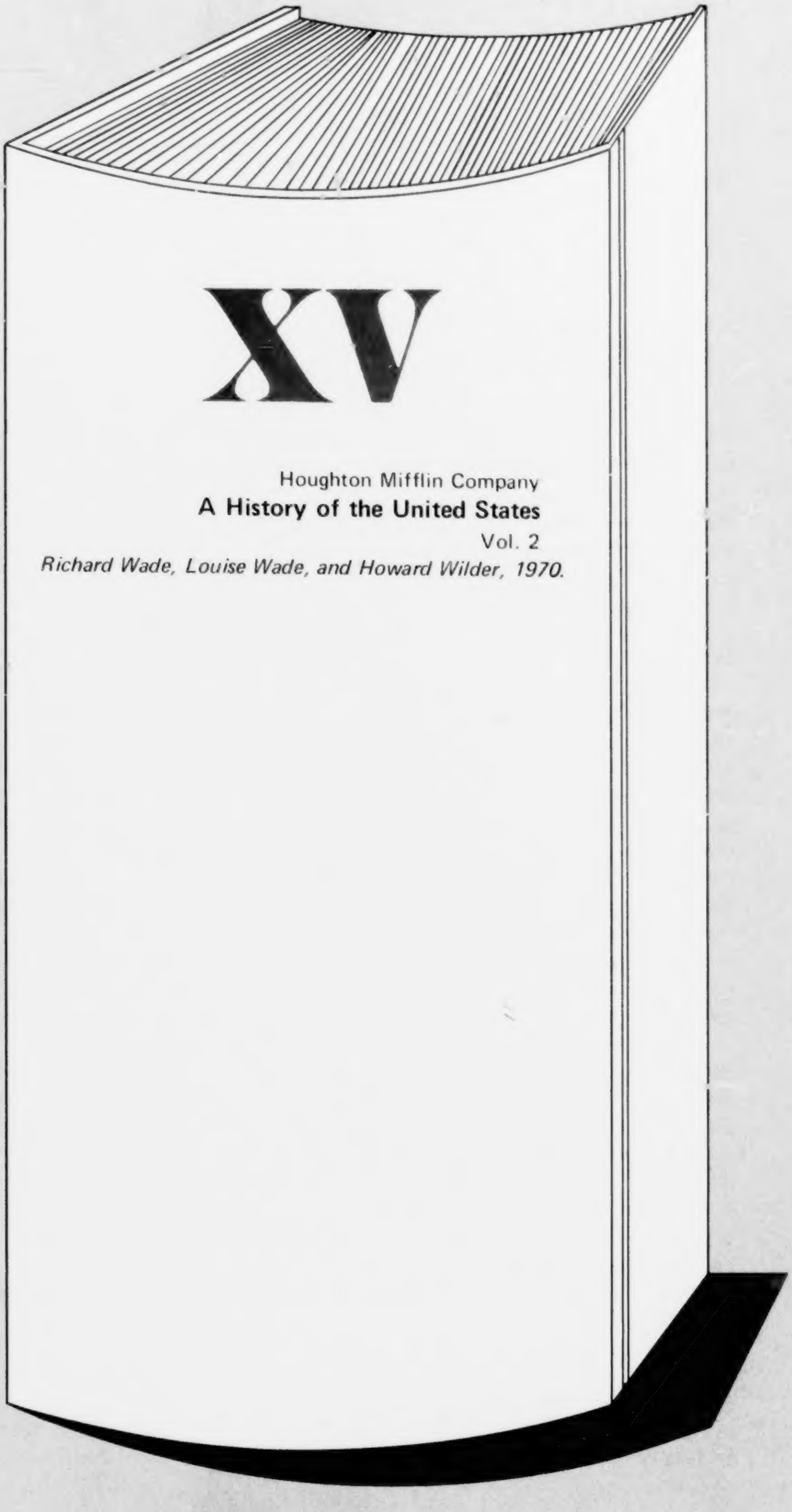
A brief coverage is given to the ever present desire of freedom among the Africans, despite the horrors of the Middle Passage and broken spirits through the brutal treatment meted out to Blacks who sought to escape or as a measure of discipline. While the overall presentation on African slavery is well above average, the authors fail to include in their question guide any questions related to slavery for students to keep in mind during the reading of this text. Although there is no satisfactory coverage on the role and status of free Blacks during colonial America, their diagram on the Triangular slave trade is an exceptional blueprint of that activity.

The book's treatment of black participation in the American Revolution is limited but does acknowledge of their role in America's struggle for independence. There is some discussion on the origins of the abolition movement preceding the Revolution, but it is somewhat distorted by making George Washington and Thomas Jefferson into strong advocates of black emancipation without delving into their racist views on the alleged inferiority of Blacks, and that both owned slaves which they did not emancipate. Their bibliography does not contain any references on Blacks during the Revolutionary era. Sufficient treatment is presented on how slavery influenced the United States Constitution despite the prohibition of slavery in the territories by the Northwest Ordinance of 1787. The bibliography is lacking on references about Blacks during the period 1785 and 1820. There are no questions whatsoever on Blacks in any of the guides except in the chapter on cotton and the South. The concepts of racial prejudice and racism are introduced but not defined. There is no focus on Northern racism and prejudice toward Blacks. The authors' treatment of the controversial issue of slavery is acceptable; however, there is no mention of the many slave rebellions against the peculiar institution except a brief paragraph of the Nat Turner insurrection. There is also a complete omission of the contributions by Blacks to American literature, music, religion and science before 1865.

The authors do exceptionally well on the chapters related to the Civil War and Reconstruction by including several leading school of interpretations on the causes of the war and the reasons why Reconstruction failed. The inclusion of pictures helps to give an added visual understanding of these two major events. Credit must be given to the authors for their excellent presentation on what they call the "Last West" which is fairly representative of recent historians to be more objective on their treatment of the American Indians' resistance to the exploitations by the white man during the Westward movement. While the authors' treatment of immigrants and labor is acceptable, there is a void on black labor organizations which was formed because Blacks were excluded from membership. Their account on education for Blacks during the 1880 and 1890's reflects a new departure which is absent from most general secondary textbooks. Unfortunately, they did not include the contributions of black intellects as opposed to the writings of white intellects who lived during the latter part of the 19th century. Examples would include works by Paul Lawrence Dunbar and Charles Chestnutt.

Recognition is given, to the failure of Progressivism to help reform those ills which plagued Blacks at the turn of the century. Presentation is made, also, on the Niagara Movement founded by W.E.B. DuBois and the participation of Blacks in the Spanish-American War, World War One, and World War Two. The authors' discussions on race relations after each military involvement by the United States manifest a general understanding of race relations heretofore lacking in previous volumes. Basically, the authors demonstrate a serious scholarly interest to incorporate the efforts of self-determination by Blacks and their organizations. From the very inception of their work to its conclusion, the authors show the long civil rights struggle of Blacks from colonial American to the Space Age and their desire to be equal and become a part of the mainstream of American life and thought. While this text is by no means perfect, it is by far more representative of minority participation and contributions in "the shaping of America".

Rating: Good



XV

Houghton Mifflin Company
A History of the United States
Vol. 2
Richard Wade, Louise Wade, and Howard Wilder, 1970.

review...1

A History of the United States, Vol. II, *Since 1865* is a generally competent survey. It has many strong even distinctive features, and it also contains some glaring weaknesses. It fulfills readily the Michigan Department of Education's charge to give proper credit and coverage to minority groups – in fact, its warm and sympathetic treatment of ethnic groups, including blacks, is probably its greatest strength. The inclusion of documents at the end of each chapter adds to the book's appeal. These are always readable, sometimes graphic, and invariably pertinent. They have obviously been selected with care and they succeed admirably in creating an awareness of conflicting views and interpretations. Although the political sections of this work are traditional in character, they at least make passing reference to the essentially cultural and ethnic composition of the major parties. The prose is good, clear "textbookese," which is to say that it lacks stylistic distinction. The resultant blandness is offset in part by the well chosen illustrations and by the richness of many of the readings. The bibliographies are dated in some instances.

A History of the United States reflects a keen knowledge of most recent scholarship, especially for the period 1865 through the New Deal. The account of Reconstruction is notably good with this exception: it intimates that Lincoln's "generous" plan of Reconstruction might have worked to the general good had he lived. The sad truth, of course, is that he was no more prepared to uplift the freed men economically than were white Scutherners and most Northerners. This point is made, but not in a sufficiently striking way.

The coverage of immigration and of ethnic groups suffers the same fault that this reviewer has observed in other up-to-date textbooks (up-to-date in the sense that the old Anglo-Saxon bias has been excised or muted): It overcompensates, though by omission rather than by commission. Thus the strengths and contributions of the various ethnic strains are delineated, their faults and weaknesses ignored. The essentially peasant character of late nineteenth century immigration meant that with the exception of a substantial minority of Jews and a much smaller minority of Germans and others, the immigrants failed to bring to the United States a proportionate appreciation of, and accomplishment in, Europe's high culture. The implications of this were profound, and they should be discussed in the same depth as the immigrants' contributions to popular culture are discussed. Immigration was not an unmixed blessing; the contributions of all ethnic groups were not uniform. What, for example, of the different views of politics held by the Irish and Germans, the one personal the other programmatic? Was there no ethnic component in the progressivism – the sense of the commonwealth – in a state such as Wisconsin? Could it be that the La Follettes had fertile ground to work in? What of the exclusionary practices of the Irish within the Democratic party, within labor unions, and within the Catholic Church? What is the recent historiography of the Mafia. Was all cultural tension in the United States really between the old line Wasps and the recent immigrants? Or was there cultural tension, much of it American-induced but some of it European-induced, among the immigrants themselves? One could go on.

Aside from the above failings which, to repeat, are common to every textbook this reviewer has ever examined, the gravest weakness of *A History of the United States* is recent foreign policy. From the decision to drop first one and then a second atomic bomb on Japan (the authors seem blissfully unaware of the recent scholarship on those decisions) through the intensification of the war in Vietnam under President Johnson, this text tends to echo the official State Department line — not quite, but the balance is on the official side. (There is no assessment, incidentally, of the contribution of ethnic groups to the United States' global containment policy.) Fortunately, this tendency is offset to some degree by the readings or documents; from them the discriminating teacher and student can gain insight into the complexities and alternatives of Cold War diplomacy. Other deficiencies include a failure to treat post-World War II Supreme Court decisions in depth, the desegregation case of 1954 excepted. Income distribution is covered in various charts, but the tax structure is not really analyzed. Nor is there any analysis of the extraordinary role of the university in modern American society.

All things considered, this is nevertheless a good text.

Rating: Good

review...2

A History of the United States takes a step closer to a more integrated history in terms of minority treatment. Despite the fact that the format of the text is in the classic mold and that the treatment of minorities can be followed like mountains that disappear beneath the sea and reappear, we do get a greater feeling for what must have been and is now the multi-ethnic and multi-racial experience in the making of America. This book, Volume Two, covers the period from 1865 to the present. On page five of the introduction we find a full page devoted to "the Indians — victims of the Westward movement." Here at least is an attempt, even if brief, to portray the Indian civilizations in a humanistic light. We get a sense of the horror they felt in being systematically destroyed by the Westward expansion of white America. The Indians then reappear on page 99 and the struggle between them and the pioneers is told. In what is one of the most useful aspects of the text, the selected readings at the end of each chapter I regret the fact that no readings from Indian works were included. Our next contact with the Indian comes with the New Deal era in which a new deal for the American Indians was put into effect. In another good feature of the text book, boxes with complete short essays in them, we find the last mention of the Indians in the text on page 512, the year being about 1943. Because of the fragmentary presentation of the minority experience in America, in this particular case the American Indian, I feel it is very difficult to get that total picture which would bring one closer to the trauma felt by minorities in America, as the nation evolved. This it seems is the supreme test for a text book attempting to portray the history of the United States.

Despite the fragmentary presentation of the black experience we do get, through the selected readings, a clearer understanding of what their struggle was all about. In addition to readings from black men like W. E. B. DuBois and Booker T. Washington we get the inclusion of pictures which finally begin to uncover the contributions made by blacks in politics and science. Factually I do not have much quarrel with the text. Omission and fragmentation of material are my 'hang-ups'. What about blacks in the arts? There is no discussion of the "whiting" of black music. The stereotyping of blacks in the mass media, that is when they were involved, is not covered. Here again the problem of making the experiences of minority groups more than adjuncts to American History must be faced.

I wonder if the authors of this text ever considered the fact that about half their readers would be young women? Obviously the treatment of women in this text would suggest that this was not a consideration. The text does attempt to present in a limited and factual manner some of the struggle of women in this society. The selected readings fail to provide any insight to women's struggle in America. The picture of college women demanding the vote in the early 1900s, and the essay by Jane Adams on local politics in the late 1890s plus a chart showing the increase in the number of women working outside the home could have been the basis for a continuing look at the status of women throughout the history of the United States particularly in the modern era when a clearer understanding of what is happening with regard to women is needed. Probably it will take considerable pressure before the political and psychological history of women is integrated into high school textbooks.

The question still remains as to what kinds of feelings both the majority and minority students would come away with after reading and studying this text. Using the format in this text of chapters followed by selected readings historical feature stories, charts, pictures, diagrams and cartoons the publishers could move towards, visually at least, fully integrating American history and thereby truly reflect the "salad bowl" nature of our society as opposed to the melting pot approach which is used in this book. It seems as if several mini-books have to be written or interwoven with the main text so that the student can gain an accurate understanding of the total contribution of minority groups to the American Experience. Hopefully this would include a demythologyzing of history and thereby obtain a more realistic view of United States History.

Rating: Fair

review...3

The Houghton-Mifflin textbook, *A History of the United States Since 1865,* with selected readings, Volume 2, clearly has an advantage over one-volume American history textbooks in that since this book covers only the "second half" of America's history, it can get much more material in.

In general, this book represents an improvement over the more traditional American history textbooks of only a few years ago. For one reason, the authors are clearly aware of the importance of including a greater share of space to such groups as the Indians and Blacks, and the treatment of such groups is, over-all, good. In regard to the Indians, for example, on page 5 the caption reads: "The Indians – Victims of the Westward Movement," which suggests the fact that the Indians were, indeed, victims, and it makes clear in the first paragraph that follows that the first settlers of this country were not Spaniards, Frenchmen, or Englishmen, but rather the Indians. The treatment of the Indians throughout the book is certainly sensible and in general describes the terrible events that the Indians had to suffer as the white man pushed him out of his homeland. However, the plight of the Indian today is not covered well at all. We simply learn in one sentence that "The Indians continued to be one of the most neglected minority groups in this country." But there is no description of their neglect.

In general the book is rather less apologetic in tone than is traditional in textbooks. On page 44, for example, in a discussion of Jim Crow laws, the authors say that President Hayes thought that the right of the Negroes would be safer under a policy of social separation. But unequivocably the authors say that "President Hayes was greatly mistaken." In dealing with the policy toward Japanese Americans during World War II, the authors state frankly that the Japanese "suffered great injustice." There is no mincing matters.

The ubiquitous Booker T. Washington, plus a picture of him, appears early in the book, along with the discussion of his philosophy. One cannot help but wonder why textbook authors still choose a Black who tends to be a white man's hero, rather than such a figure as Marcus T. Garvey, for a prominent display. However, 400 pages further along in the book, the Garvey movement is discussed – although no picture of Garvey appears.

One of the most interesting features of the book is that included as a part of each chapter are generous selections drawn from primary sources. Segments of significant documents are presented in considerable abundance, which would clearly be of great use to the teacher in relaying to students what people who lived through the actual events being described thought about them. However, the selections would call for a very good reading level – and this would be true of the book as a whole. This is not a book for the so-called "slow student" by any means.

In terms of these selections, one does wonder why they had to be almost always drawn from rather weighty documents. They are always excellent and thought-provoking, but one wonders if a high school student might find them too formidable and too scholarly? Would it have been possible to include selections drawn from literature? For example, some of the great writers of the twenties are mentioned in the section of this period, but none of the "selected readings" which follow include sections of any of their novels. The quotations we have are good ones, but perhaps the authors could have presented a section from *The Great Gatsby, The Sun Also Rises, Main Street,* or *The Wasteland.* Again, in the "selected readings" attached to the chapter on the Depression, Herbert Hoover's acceptance speech, an editorial on Al Smith, a commentary on the Great Crash by Galbraith, and some others appear, but wouldn't a selection from *Grapes of Wrath* have been appropriate? Or couldn't a selection from *The Jungle* have been included in the selected readings attached to Muckrakers section?

The authors do deal briefly with the "melting pot" theory and contrast it with the "salad bowl" theory. One wishes this discussion could have been expanded. A discussion of these theories would, it seems to me, have been at least as valuable as such topics as the Platt Amendment, the Hay-Pauncefote Treaty, the Root-Takanira Agreement, the Jones Act, and the ABC Powers – all topics that the authors admonish the student to understand. One would venture that the discussion of the melting pot versus salad bowl theory would be more valuable than a discussion of the Root-Takahira Agreement.

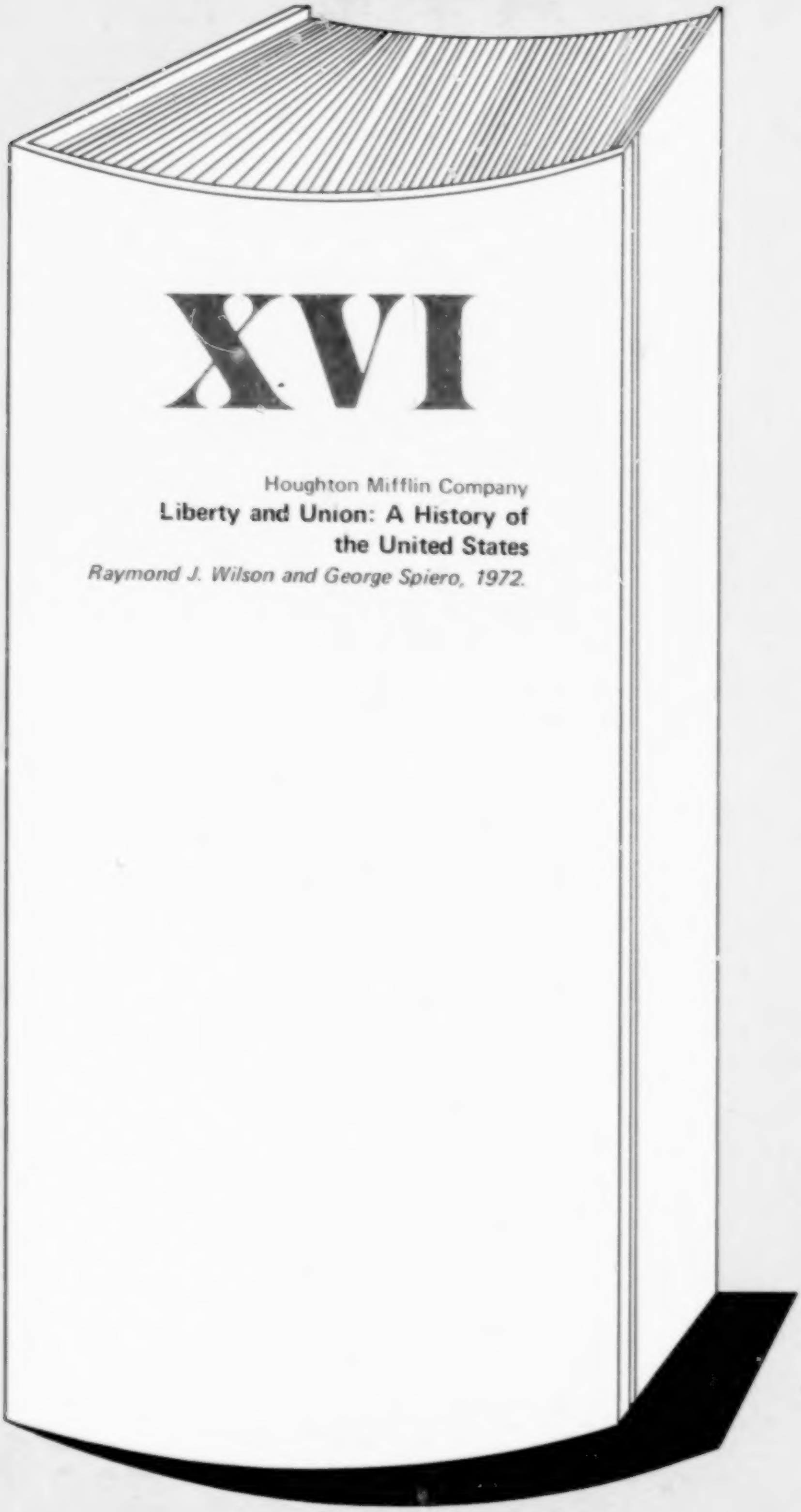
The authors do give a good description of the restrictiveness of our immigration policies. It is interesting that they introduce this section with the familiar quotation engraved on the Statute of Liberty, and then proceed to compare the immigration myth with the reality of American policy. It is ironic and telling bit of description. However, although the authors describe the restrictiveness of immigration policies, they do not deal with the harsh treatment immigrants almost inevitably received once they got in. We are told that immigrants often lived in the slums, but we do not find a discussion of the forces of racism which kept almost all immigrant groups segregated in the ghettos. It would seem that any American history book written for high school students would surely discuss the forces of racism that have made life so difficult for so many people in this country almost since its inception.

As in a typical American history book, close-ended questions are scattered throughout. The student is continually being asked to go back and find the "what's" and "reasons why" that have been discussed in the preceding pages. It is ironic that in the more recent elementary-level textbooks, many more open-ended questions appear. As one progresses up the grade-level ladder in the world of textbooks, open-endness gives away to close-endness, it would seem. For example, we are told that President Wilson refused to compromise on the League of Nations. The check-up questions that follow this discussion are all factual in nature. But wouldn't it be possible to ask a question something like the following: "Do you think if you very strongly believe in something you should be willing to compromise in order to attain at least part of it?" This kind of question would relate Wilson's dilemma to a universal human experience, and, thus, would not only make history more real, but make Wilson's dilemma more unforgettable.

One of the weakest sections is the textbook's presentation on social problems on the current scene. In an attempt to be dispassionate, the authors present a dusty and academic presentation of the great social problems of our times. We are told that there are "pockets of poverty" in this country, but the reader is given no indication of the massive poverty problem. Considering the extent of the problem, the author should surely describe it more fully. Perhaps pictures would help. If the publications can find space for four pages of colored pictures concerning "American Industry Moving Forward," couldn't they find space for some pictures showing the grimness of poverty? For example, pictures from *Let Us Praise Famous Men* would be excellent. Again, there is no indication that the forces of racism have been strong in the poverty problem in this country.

Neither "ecology" nor "pollution" appear in the index of this book; and except for a quote from *Scientific American* on air pollution, the whole question of ecology is neglected. Though we are told that "population has increased rapidly," the text presents no indication of the massive problems of over-population. The discussion of the civil rights movement is good; but again the dire social factors underlining the movement – poverty, discrimination, and racism – are not described nearly fully enough. In order to understand the disillusionment and anger of the Blacks and other minorities, one must understand the social conditions that have lead to the civil rights movement. Chicanos and Puerto Ricans are mentioned as groups who have especially suffered from poverty, but again these groups get very short shrift.

Rating: Fair



XVI

Houghton Mifflin Company

Liberty and Union: A History of the United States

Raymond J. Wilson and George Spiero, 1972.

review...1

This junior high school textbook does a respectable job of showing that American society from its very outset has been made up of many "racial," ethnic, religious, and, indeed, other groups. It does so without omitting topics most of us expect to find in a primarily chronological organization, beginning with the early explorations, through the Revolution and Constitution, to the 1970's.

Blacks, usually called "Negroes" in this book, get the most attention. The well-developed cultures of their African homeland are unfortunately omitted. The slave trade is clearly an inhumane business, and slavery adequately treated as a labor system degrading to slaves and owners. The role of blacks recurs: for example, respectable participation in the opportunities opened by Reconstruction, Jim Crow and segregation, sharecropping, movement to the cities and "north," service in major wars, and the recent civil rights movement. Interwoven in the text are the themes of denial of basic American rights; indignity, violence, and poverty; protest, resistance, and organization for improvement; development of competencies and leadership; and "progress in spite of, although much yet to be done." A sample of outstanding blacks included are Crispus Attucks and Banneker, Frederick Douglass and Harriet Tubman, Booker T. Washington and W.E.B. DuBois, Garvey, and Martin Luther King, Jr.. Malcolm X is a conspicuous and unwarranted omission. An attempt is made to explain "black power."

Although it is clear, perhaps overemphasized, that many whites have worked actively on behalf of blacks, it is equally clear that white indifference and hostility existed everywhere, not only in the South.

Native American Indians get almost as much attention. Varied and rich Indian cultures existed when whites arrived. It is plain that Indians were continuously pushed out of their homelands and fought back justifiably, and that their cultures were forced to accommodate to whites. The meaning to Indians of white westward expansion, Fallen Timbers, the Cherokee Removal, the defeat of the Plains Indians, reservations, broken treaties, and belated citizenship are included, as are many tribes and such leaders as Tecumseh and Chief Joseph. White men's interests and their occasional fair treatment of Indians are also considered.

Discussion of Mexican-Americans emphasizes their early presence and contributions in the Southwest, although recent immigrants and their difficulties are mentioned. Chinese and Japanese appear, for example, in the shift from useful labor to the Exclusion Act and the relocation of Japanese-Americans in World War II. Puerto Ricans' own improvements of living standards are duly noticed, as are their hardships as citizens on the mainland.

Discrimination against all these groups is more evident than racism. Opportunity denied is emphasized over enrichment of American culture. Excepting that to blacks, sparse attention goes to the organized efforts of all these people for open opportunity.

All sorts of European immigrants are continuously and explicitly present in this text from the Colonial Period on. It is clear that these peoples found it hard to get a start in this land, but that succeeding generations made their way into accepted places in American society.

Suitably interwoven in the course of history are also discussions of women's rights, the poor, youth, industrial workers, and farmers. Catholics, Jews, and Protestants are treated acceptably. Variations in ways of living from period to period, region to region, urban and rural are evident.

The tone of this text plainly respects American values and achievements without glossing over failures and injustices. This history avoids romanticizing, stereotyping, or downgrading the American people. Reform for better opportunities, dissent, and change are emphasized. Moreover, the discussions of American intervention in other countries' affairs balances American interests with acknowledgement of the legitimate ways of life and interests on non-Americans.

The difficulties of the present are actually present – and challenging: American involvement and even conflict in international affairs; the influence of science and technology; and such domestic problems as pollution and "relations with minority groups."

Pictures, maps, diagrams, copious and well-chosen first-hand accounts, graphs, cartoons, and time lines illustrate situations and ideas, present information and trends, add human interest, and even at times evoke feeling, while representing decently all kinds of people.

In form, this is a fairly conventional, expository text. Chapters are interlaced, however, with pages on "Gaining Skill," and with sections labelled "Inquiry," containing a few key terms, organizing questions, and learning activities. They do not disregard the multi-people nature of our society. If students actually pursue these questions and activities, they may learn to probe further, make decisions, clarify values, and even develop empathy. But better in this reviewer's eyes is more open inquiry built into the text itself.

This book is balanced. If some matters are a bit "too balanced," still all kinds of students can find their forebears in this history. This text is a remarkable improvement over those of a few years ago in reflecting with reality the historical experiences of all of the American people.

Rating: Good

review...2

Raymond J. Wilson and George Spiero's LIBERTY AND UNION, in spite of its standard-sounding title, does make a sincere attempt to include the minority experience in the United States; unfortunately, however, the authors are still too tied to the oppressive tradition of public school texts to make their final product a change for the better. The desire to include "everything" and a rather lengthy treatment of the traditional events result in a superficial treatment of most minority experiences.

Like most texts, an inordinate amount of space is devoted to America's early wars. Fully one-sixth of the book contains military history, but even within this history there is a lack of balance. Queen Ann's War receives twice as much space as does the Korean War and as much space as the Vietnamese War. There is also a decisive imbalance in the attention given to different eras of American history. Twice as many pages are devoted to the nineteenth century as the twentieth, and the Colonial era too receives much more attention than recent years. For example, the authors use almost fifty pages on the creation and implementation of the Constitution, and although this might please the strict constructionists and the local D.A.R., it is doubtful if this is a fair balance when the entire post-World War II period is covered in seventy-five pages. It is this kind of lengthy treatment given to conventional subjects which prevents the authors from fulfilling their honest attempt to retell the minority experience.

Minorities are mentioned early in LIBERTY AND UNION, but there is no attempt made to explain why they were considered "minorities." The authors admit that the French had good relations with the Indians, but they do not explain why the British did not. Slavery is early introduced and its abolishment in the North after the Revolutionary War described, but its roots and the introduction of "Jim Crow" in the North are ignored. Likewise Washington's refusal to use black troops is admitted, but not his motivation.

The authors' treatment of Native Americans at first appears an improvement. Illustrations and prose give credit to their culture, but soon subtitles like "Indian Uprisings" or "Indians Raid Frontier Settlements", the use of words like "Half-breeds," and an emphasis on things like liberal reforms and the granting of citizenship to Indians in 1924 takes one back to the traditional. Most text writers stick to the safe, middle passage, but this "both-sides-of-the-question" approach often distorts a minority experience which was usually one-sided. The authors also fall into the "Cherokee syndrome." Andrew Jackson's policies toward the Cherokees are somehow more reprehensible because these Indians were "civilized." It has always seemed worse to white Americans when individuals who are more akin to them in appearance and way of life are mistreated, and they seek to praise that which reminds them of themselves. Most white Americans proudly claiming Indian ancestry, refer to a "Cherokee grandmother." Almost no one claims an Apache ancestor.

Blacks do appear often in the text, and sometimes the authors dispel time-honored myths with their portrayal. For example, the black abolitionists receive as much space as do the whites. Slave revolts are described as are the various talents of many Afro-Americans. Lincoln is depicted as something less than the usual messiah to black people and their treatment of Reconstruction shows that the authors are cognizant of recent research in this area. The authors have some problems with slavery itself, as they preface their treatment with a long, rambling account of how a "kind master" ran his plantation and then followed this with an indictment of slavery by two slaves themselves. The fact that given the nature of slavery itself there could be no "kind masters" – to be involved in slavery is in itself "unkind" – is overlooked, as are the full ramifications of slavery for a society, both black and white.

The treatment of blacks in the post-World War II era is unsatisfactory. Martin Luther King is mentioned, but not Malcolm X, Stokely Carmichael the Panthers, and other more militant factions in the black community. This omission is further distorted by the authors' treatment of the so-called "riots." When describing Detroit, Wilson and Spiero write, "Rioters smashed windows, looted stores, and set fire to blocks of buildings. Snipers shot at police and firemen .... Property damage was over 200 million dollars." Even if they had had their facts straight (they did not – according to the Kerner Commission there was very little sniping and only about $50,000,000 damage), to ignore possible causes is poor history. No mention is made of the Kerner Commission's findings that white racism was the primary cause.

Early Mexican settlements in what was later to become the United States are mentioned but the twentieth-century history of America's second largest visible minority is not included. The Oriental experience is also largely ignored, except for one effective photo of Japanese-Americans on their way to the relocation camps and one drawing showing the Chinese being run out of some late nineteenth-century settlement.

A few pages are devoted to the "New immigrants," but it is a traditional treatment. The fact that "some Americans" did not like them is mentioned but just who they were is not made clear. The immigration restriction laws of the 1920's are described in detail, but the importance of the racial motivation is ignored.

LIBERTY AND UNION is terribly distorted when it describes America's imperialistic adventures at the end of the nineteenth century. Seemingly our government was doing much more "for" Hawaii, Cuba, China, the Philippines, Japan, and Latin America than it was "against." Statements like "The U.S. was committed to Cuban independence," "American missionaries brought education, as well as the Christian religion (to China)," 'The U.S. began to help Filipinos develop their country," and "When the U.S. sought to encourage the establishment of an orderly government, the Mexicans complained of American interference" do much to contribute to the ethnocentrism of a white-dominated society and surely do nothing to teach American school children the value of "differences."

Like too many authors of textbooks for the young, Wilson and Spiero do not so much write history as they render a rather shallow narrative of the "facts." Thus it is not the intent of this book but its superficiality which leaves me with reservations on its applicability for today's students.

Rating: Fair

review...3

Considering the fact that an American history textbook covering the time period from Columbus' discovery of the New World to the lowering of the voting age in 1970, necessarily tends to be somewhat cursory in presentation, this text, with two exceptions, presents the multi-ethnic nature of our society in an acceptable manner. The history of the Black Man in United States, as would be expected, is given much more extensive treatment than that of any other minority group; however, Indians of Mexico and South America, Indians of the United States in our early history, Jews as colonists as well as victims of Hitler's genocide policy, and Asiatics, as well as ethnic groups who were rather quickly assimilated into American life, are treated objectively and in sufficient depth to present a reasonably accurate account of their history. The exceptions, mentioned above, are the Mexican-American, the Chicano, and the Indians of the twentieth century. Mention is made of the arrival of the first Mexicans in Nuevo Mexico in the seventeenth century, as members of the pilgrimage led by Don Juan de Onate. In this group, the Indians far outnumbered the Spaniards. Again the "Spaniards" who founded Los Angeles are listed as consisting of "nine Mexican Indians, eight Mulattos, two Blacks, two Espanoles, one Mestizo." In the chapter where these facts are noted, the assumption is made that the Chicano today is unfairly treated because the heading of the article reads "Other Minority Groups Also Seek to End Discrimination." There is, however, no indication of the problems he is trying to solve nor of recent efforts of his people in this direction. No present day leaders are mentioned – not even Chavez of California! It is hard to understand this omission.

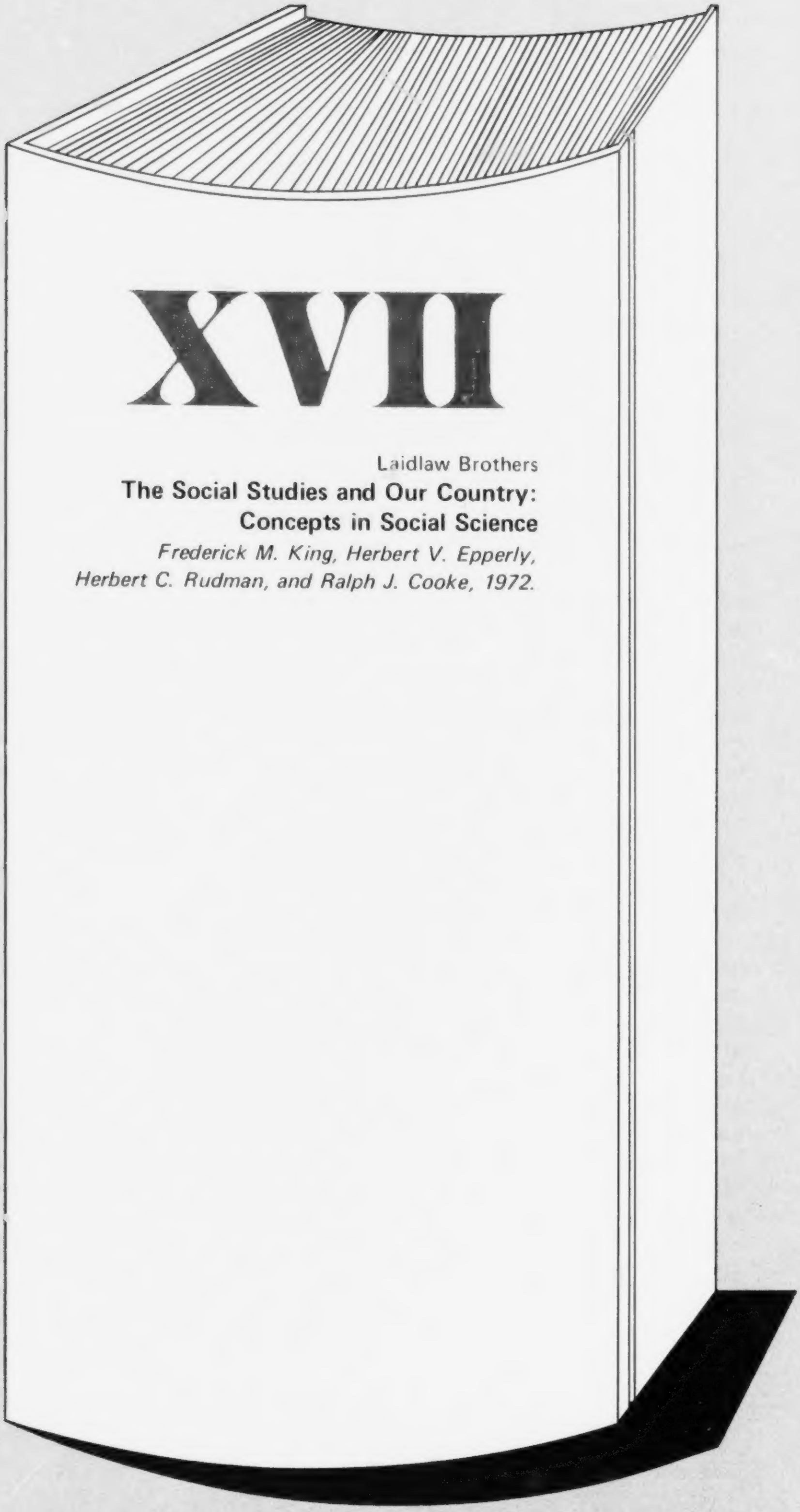
The American Indian is given quite full and sympathetic treatment in the discussion of his relationships with early colonists and western settlers, but his present day plight is summarily dismissed with the statement, "Indians, too, are becoming much more outspoken in defense of their cultural heritage. They . . . seek equal educational opportunities, jobs, political power, and an end to social and economic discrimination."

The Black Man is not the "Invisible Man" of Ralph Ellison. He is one of some "5,000 Black Patroits [who] fought for American independence" in spite of the objections of George Washington to Negro soldiers in the Continental Army. He is one of 186,000 in the Union Army during the Civil War. Two paragraphs are devoted to his participation, including the account of the heroism of Robert Smalls in a variety of valuable services to the Union Army. He is with his brothers fighting for his civil rights at the meeting in 1909 at the founding of the NAACP, and later with Martin Luther King.

The authors are to be commended for what can be called an open-ended format. Instead of injecting their own opinions they frequently make use of letters, records, and citations from books, which give a personal and realistic character to the discussion, and also permit the reader to draw his own conclusions from the evidence offered. There are many examples: An Indian chief is quoted as he addressed white men in 1805, giving his views of pioneer aggressions; a slave describes an average day in his life, with all its hardships, while another slave tells of the food and clothing provided and the manner in which it was rationed out; a pamphlet circulated among freedmen seeking to influence Black is published; two incidents recounting methods of the Ku Klux Klan in intimidating negroes are inserted. This same open-ended technique is extended to the format of the text. At the end of each chapter the student is asked "What do you think?" In this section he is asked to consider such questions as: To what extent do you think the purposes of the NAACP have been achieved? What is your opinion of this country's policy toward the Indians? Why is the U.N. not more effective? The student is also urged frequently to continue his reading in outside sources, and relevant, provocative, recent publications are recommended.

This text, though somewhat bland and uninspiring in tone, is clear and well organized and would be adequate for high school use if the superficial discussion of contemporary Chicano and Indian problems were to be revised.

Rating: Good



XVII

Laidlaw Brothers

The Social Studies and Our Country: Concepts in Social Science

Frederick M. King, Herbert V. Epperly, Herbert C. Rudman, and Ralph J. Cooke, 1972.

review...1

This fifth grade social studies textbook, *Social Studies and Our Country,* uses the interdisciplinary approach to the study of the development of the United States. The first unit states the objective of the book which is to explain *how* the social scientists – the anthropologist, the economist, the geographer, the historian, the political scientist, and the sociologist – do certain kinds of work, use certain tools and use certain concepts to analyze the cultures developed by people to meet their needs at different times in history. Using the topical approach, the history of the United States is covered from the time of the coming of the Indians to North America to the year 1968. The scope of the content is extensive, therefore no topic is covered intensively except English *colonial life* with emphasis on the economic aspects. The book engrosses the reader so deeply with the methodology of the social scientists in analyzing the "American culture," that people and the human interest aspects are lost. Some persons are mentioned in conjunction with certain events with brief allusions to their role in the "happening." Pictures of individuals are not readily identifiable since captions are not used. Information regarding the photographs is included in the content. Problems confronting the country are referred to, such as pollution, slums, crime, inflation, and unemployment. However, in discussing their solution, no emphasis is placed on the need for individuals to become personally involved either politically or in other ways in solving them. Instead the solvers are presented as the "government" or the "cities," giving an impression of detachment from the "people" who comprise them and who need to assume the responsibility for them.

A specific myth is not perpetuated. In the book "Columbus did not discover the *new world.*" Instead it is noted that, "People who came to North America from Asia before Europeans began *exploring,* the American continent became known as Indians." The American Indians are given more coverage than any other ethnic group with the exception of the English. Early Indian societies are analyzed as anthropologists have been able to reconstruct them. The Aztec culture is not included. The traditional historical treatment is accorded the Indians' role in United States history. It is noted that they gave help to the early colonists but they "caused trouble" in the settlement and in the expansion of the country. No understandings are developed regarding the desire of the Indians to maintain their cultures and to hold the lands promised them in treaties with the United States government. Omitted is the tragedy of the Indian Removal Act, the failure of the reservation system, and the work of Indian leaders against social, political, and economic discriminations.

The inclusions on the involvement of Afro-Americans in the history of the United States are minimal. No background of the culture and history of Africa is given as is true of Europe and Asia. Black explorers are not mentioned. The first reference to black persons is on page 140, "In 1619. . . . .about twenty people were brought to Jamestown against their will. They were sold to employers as indentured servants." On page 160 in a discussion of social groups in colonial America, it is noted that, "many of the former black indentured servants became members of the working or middle class, or even eventually of the wealthy class." Such facts, though noteworthy, tend to gloss over the horrors of slavery and the results of the system that are still with us today. The eight page section, "Political Change," covers a wide range of topics sketchily. Included are the slave issue; the work of Harriet Tubman and Frederick Douglass; the Civil War; black soldiers in the Civil War; the black legislators and Congressmen elected after the Civil War; the work of Martin Luther King, Jr.; the civil rights movement and civil rights legislation. In the economic development of the country no mention is made of black cowboys and black inventors. Pictures including black persons show them in favorable situations. Some examples are: black skilled craftsmen, a black food inspector working with a white one, and a black teacher working in an integrated school.

The treatment of Mexico, Mexicans, and Mexican Americans can be described as Anglo. No explanation is made of the cultural and economic importance of the Mexicans who lived in the area annexed to the United States after the War with Mexico. A passage from a Mexican history book is quoted which gives the Mexican viewpoint of the war, "The War with the United States was a case of international gangsterism. The seizures of land owned by the Mexicans and the political, economic, and social discriminations imposed upon them and the leaders who fought against such conditions are not discussed. No pictures of Mexicans and Mexican Americans appear.

The importance of immigrants from Europe and Asia is emphasized only as enlarging the labor force and helping to build the country economically. The reasons given for limiting immigration ends with these statements: "Also, some Americans disliked all foreigners. They believed that the languages, customs, and living habits of these people did not fit in with American ways." There is little in the book to overcome this impression. The enrichment of the United States in ways other than economic because of its multi-ethnic population is not delineated. No opportunity is given to build respect and admiration for persons representative of ethnic groups because there are too few references to such persons, there are no biographical sketches, and too few and in some instances, no pictures of them. Yet, the handbook for the students included at the end of the text has excellent listings of social science concepts related to developing an understanding of people but they are not developed sufficiently within the text's content.

Rating: Poor

review...2

This text is presented in seven units each representing a single concept while at the same time forming part of a more complete pattern.

The language may be difficult for some fifth-grade students. At the same time, however, many of the questions asked at the end of the chapters are too juvenile even for fifth graders.

The first unit, "Reviewing the Social Sciences," is probably the best of the seven. It is clear and extremely informative.

Unit two, "Indian Societies and Their Forerunners," offers some fifty pages of Indian culture. Aside from being too long for fifth-grade students, the unit adds nothing to the knowledge of American history as a living, viable discipline worthy of further study. The unit gives a comprehensive account of the Indian. Indians are presented as intelligent, ingenious, and virtuous. He is then dropped with no attempt to explain his virtual disappearance from the American scene. In fact, unit three is entitled "Setting the Stage for Americans."

Unit three brings the student into contact with a "history" which will be repeated throughout his school life. It also begins a pattern which is outlined on the first page of the book. The Laidlaw Social Science Program, the program under which this particular text is published, lists five objectives. One of these is to provide "an emphasis on developing the values and attitudes which prepare the pupil for effective participation in a democratic society."

On the surface, this would appear to be a worthy purpose. However, the purpose has led the authors to "guide" the thinking of students rather than foster independent thinking.

The profit motive is clearly legitimized throughout unit three.

Unit four, "Societies in Early America," again brings the student face to face with a part of American history which will be repeated many times between grades five and graduation from college. The W.A.S.P. ethic is presented in a manner which is not likely to create enthusiasm on the part of fifth-grade students.

Unit five, "Forming a New Nation," continues the authors' theme of placing an emphasis on developing values and attitudes. An example of this can be found in the following: "The Indian chief shown here is Pontiac, a leader of the Ottawa Indians. These Indians lived in the Ohio Valley and did not want colonists to settle there. Why? Even after the French gave up their fight against the British and the colonists, Pontiac and the Ottawa Indians fought for control of the Ohio Valley. The King of England, George III, wanted to quiet the Indians. King George promised the Indians that he would force the colonists to stay out of the Ohio Valley. He also promised to force out any colonists who had homes there, leaving the land to the Indians

Suppose that your family has been one of the early families to move into the Ohio Valley. Or suppose that your family has made plans to move there, would you have thought the King's order was fair to all? Why?" The paragraph continues by explaining that some very important colonial leaders, including George Washington, Patrick Henry, and Benjamin Franklin, had purchased land in the Ohio Valley at a very low price and were planning to sell it at a higher price. The question is then asked "Do you think these leaders liked King George's order that would let the Indians have the Ohio Valley to themselves?"

When questions are presented in this context, the answers are obvious. Youngsters are therefore programmed, not challenged.

Units six, "Growth of a New Nation," and seven, "Our Country in the World Community," are both well written and well illustrated. The authors make no attempt to camouflage the aggression of the United States as it related to westward expansion.

In conclusion, I would say that the text is historically sound and that it is written at a reading level calculated to challenge the average fifth-grade student. However, it suffers from a few obvious shortcomings.

There are not enough vivid illustrations of our dynamic country. Moreover, those illustrations which are presented are not consistent with the text itself. With the exception of Harriet Tubman, Frederick Douglass, Dr. Ralph Bunche, and Dr. Martin Luther King, no black Americans are mentioned in the entire text.

Race relations in the United States are presented in an overly-simplified form even for fifth-grade students.

There is less than a full page given to the study of the Civil War, a pivotal event in the history of the United States. At the same time, fifty pages were devoted to the study of the Indian simply representing a past culture.

Rating: Fair

review...3

This textbook fails to address minority groups adequately in three closely related ways: its Panglossian view of American history (with exceptions admittedly) presents a past which is alien to, and ignorant of, the experience of many minorities; its conceptual content is firmly Establishment-oriented and authoritarian, exemplifying the targets of some of the profound criticisms of American society raised by currently heightened minority consciousness; and its complacent attitude toward the social sciences, which themselves have been attacked with good reason by minorities, further inhibits open communication with students and teachers of those groups.

The interpretation of American history is the standard positivistic pablum typical of all textbooks on the subject – the success story of a free and innocent people building, through technology and science, the leader of the free world of nations, as well as the richest society in the history of mankind. There is no discussion of the legitimacy of the claim by European monarchs and magnates to dispose of or appropriate American land in the colonial period (p. 127), nor later of our treatment of the Indians; there is even presented a poster advertisement by a railroad offering to sell for development its (sic.) lands on the Kickapoo Indian Reservation (333) – without comment of any kind. The annexation of Hawaii (351), the rise of Chinese enmity toward America (352), the passage of xenophobic immigration laws, complacently described as designed "to keep minority nationalities from becoming too numerous" (336), the praise of our having given Puerto Rico "one of the most advanced standards of living in the islands of the Caribbean" (347 – never mind how it compares with the States of the Union), are all described as if no evaluative judgment were relevant. The origins of slavery, while deplored, are glossed over, as are its effects. Wars are described simply as instruments of public policy, as if killing and maiming of live persons were not involved. The discussion of the origins of the Viet Nam war is wholly inadequate, even from the aspect of factual accuracy. Urban housing projects are flatly declared to be clear improvements over their predecessors, and as "attractive places in which to live" (302).

The conceptual content of the book is correspondingly obtuse, from the point of view of minority groups and their experiences. Societies are presented as unitary by definition; the difficult concept of a pluralistic society, which is crucial to understanding America and her "minorities", is not even discussed. The book's anthropology accordingly stresses social conformity and ignores individualism, deviance and pluralism. Its political science focuses on governmental institutions, almost never mentioning popular political opposition movements (once the American Revolution is safely concluded) or political alienation. Citizens, the authors apparently believe, are "expected to accept policies of the administrator they have put into office" (T21). Similarly, the economics of the book is written from a single point of view – that of the bourgeois (in the technical, not the pejorative, sense of that word) enterprise; permanent poverty, economic exploitation, and the relative values of private-profit versus public-service economies are never seriously discussed. Progress is identified with growth – scientific, technological and economic – as if grave ecological crisis were not a real and profound problem calling into question the fixation on consumption. In fact the materialism of the book is striking; events and developments are considered as having been explained once their economic reasons have been given. And not a single public problem is presented as getting worse rather than better. The book is without a doubt.

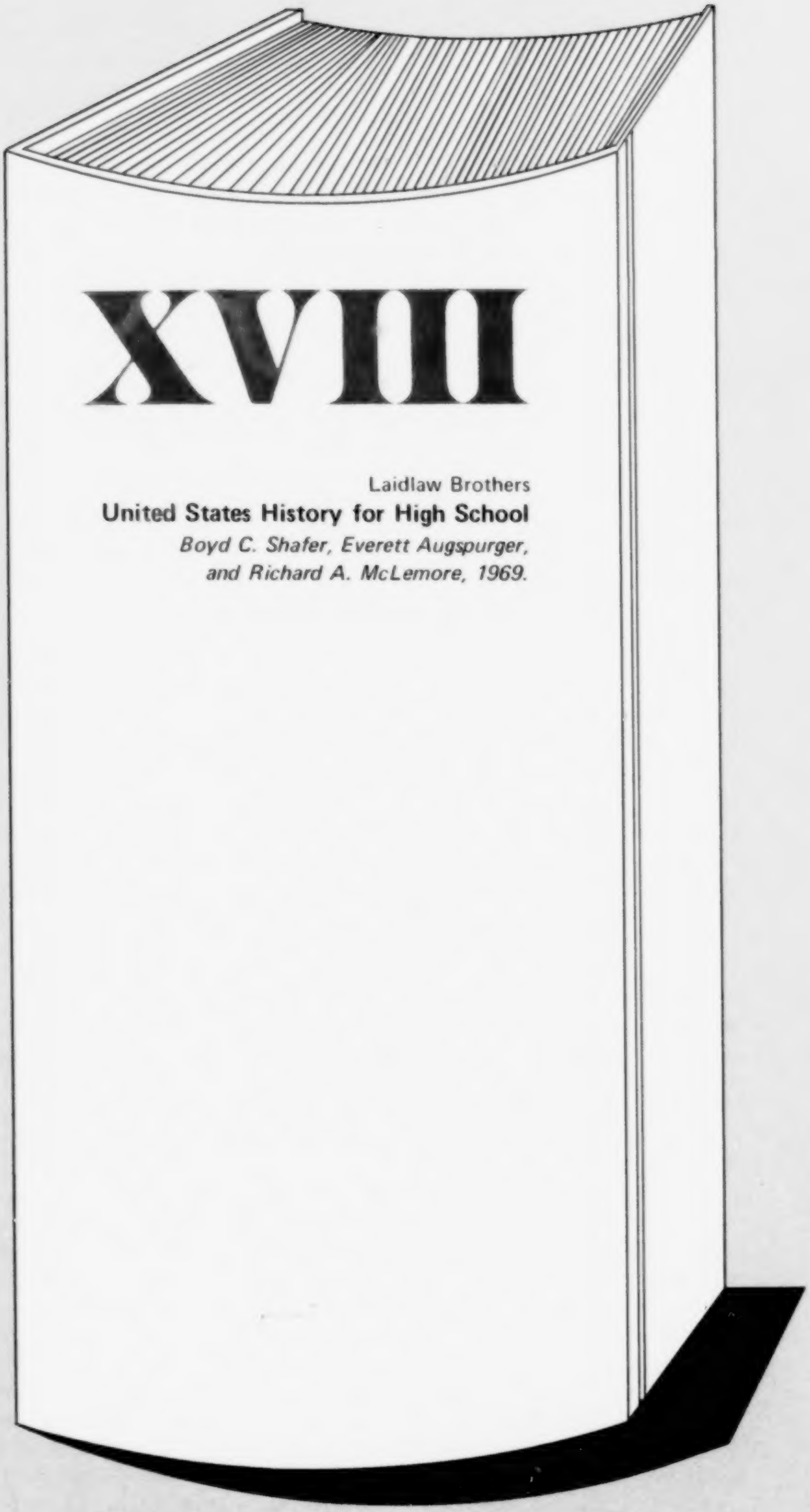
Of course these two major fallacies, of positivistic conceptualization and historical interpretation, are not entirely faults of this book alone, or even of its genre. They inhere in much of social science itself – those portions of it which are increasingly regarded as inadequate from scholarly, as well as from minority-group points of view. Because minority groups have helped scholars to realize some of their errors, that realization deserves some place in a text directed to minority groups, among others. The authors of this book simply do not understand the theoretical foundations of the social sciences. The latter, taken together, do *not* offer "*a* conceptual framework" [emphasis my own] (T6); they were not designed together, to present a coherent description of social reality, but arose separately and exclusively of each other and from a theoretical aspect are mutually incommensurable. They do not fit together in any systematic way but rather are simply addressed to different aspects of social phenomena, without reference to each other. And while the authors correctly say that "incomplete information can lead to faulty conclusions" (T15), they never say, and apparently do not realize, that the completeness of the social sciences (even structurally, theoretically or strategically) has never been demonstrated and does not exist. Taken together, the social sciences are a hodge-podge.

An example of this incompleteness and incoherence that exists in this book, and that also embodies a third point of minority-group criticism and of fallacy in social sciences, is their false pretense of "value-neutrality". Conventional social science ignores moral philosophy, yet the moral content of public policies and social experience is obviously historically powerful. This book also pretends to avoid moral- and value-judgments. It never asks by what *right* America is the richest nation on earth, necessarily exploiting the "third world". In discussing the reasons *for* (the reasons *against* are not seriously treated) America's becoming a colonialist (not "imperialist", of course) power, the discussion concludes with the economic justification; but since the students are given no way (because no way exists in contemporary social-scientific thought) to balance economic reasons off against other types of reasons – moral, for example – the issue is slanted (340ff.). Minority-group critics quite rightly consider this approach to social phenomena not "value-neutral" but amoral, and since the issues are slanted toward the acceptance of what happened as having been somehow ordained by the natural order, as immoral. At least this sort of thought requires some defense, particularly in an introductory text.

But, despite their insistence to the contrary that this is an inductive, inquiry-based pedagogy, the authors are not really interested in open inquiry. Their enumeration of steps in what they inadvertently but insidiously call "this concept-generating program" (T11) offer a perfect description of brainwashing; questions are asked, and data is presented, which will lead to foregone conclusions. The slanting of the issues is intentional; that it works against minority-group attitudes and perspectives is therefore important and seriously implicating. If the world we live in is controversial, then descriptions of it which pretend to avoid controversy are: a) incomplete or partial, and so fallacious; and b) if we are aware of all these points, dishonest. Minority groups will be offended.

These three closely-related ways in which this book is inadequate all derive from the same source, which is the basic incompatibility between big-business textbook education and the education of all groups fairly in our pluralistic society. Textbook education on a national basis tends toward standardization and homogenization; we should not be surprised if what is conveyed, however, reflects only the point of view of the perpetrators – the educational-scholarly-publishing Establishment complex. For a genuninely pluralistic society, currently proud of its many "centers", a more suitable common denominator would be hospitable to and emphatically affirmative of diversity and individualism – values which American public education has still to discover as the authentic goals of a truly free a just society.

Rating: Poor



XVIII

Laidlaw Brothers

United States History for High School

Boyd C. Shafer, Everett Augspurger,
and Richard A. McLemore, 1969.

review...1

UNITED STATES HISTORY FOR HIGH SCHOOLS is a totally unsatisfactory text in its treatment of ethnic minorities and the pluralistic nature of American society. It is a highly traditional text which commits errors of commission and omission, and while overt racism is not obvious, the authors' ethnocentric predicament results in innumerable instances of covert racism. With the exception of some rather awkward inclusions of blacks, this book could well have been written twenty or thirty years ago. Only 45 of its 700 pages are devoted to the post-World War II era, and such crucial issues as civil rights, minority and student confrontations with the power structure, and the war in Vietnam are dismissed in a few short, cautious paragraphs. Nor is there any attempt to be analytical. When the authors do include a controversial or emotional issue, they do so in "objective," noncommittal phrases. Thus they do write that blacks were made slaves, Americans of Japanese descent were put into "relocation" camps, Southern and Eastern European immigrants were all but excluded by the legislation of the twenties, but never do they provide any analysis of why these things occurred. Somehow they just happened, and by mentioning them, the authors seemingly feel that they have discharged their duty to American history.

The authors also reflect a traditional approach in their unquestioned acceptance of the melting pot concept. They recognize the existence of minorities, but stress the fact that they made their contributions on the way to the melting pot. The fact that America has never been a real melting pot is overlooked, and the possibility that the melting pot ideal might be a sterile notion that does not meet the reality of modern America is, of course, not considered. In short, cultural pluralism and its full ramifications cannot be found in this text.

Like most traditional texts, this book greatly emphasizes past military endeavors. Approximately one-fifth of its pages are devoted to past wars, and this is at the expense of the human story in America. For example, five pages are devoted to the French and Indian War, but no mention is made of the life style of Native Americans except the usual "none of them had attained any high degree of civilization." No attempt is made to explain what is meant by civilization, and the Indian contributions remain the usual "maize, squash, beans, and tobacco." Likewise the authors still have Columbus discovering America, thereby ignoring the fact that one cannot "discover" a land that is already being occupied. In so doing, the authors contribute to the myth that nothing important happens until a white man does it.

The Revolutionary War earns eleven pages, but the establishment of slavery and the slave trade are all but ignored, as is the inconsistency of fighting for independence and maintaining a system of slavery. The War with the Barbary Pirates takes up two pages and the War of 1812 receives eight, but only a couple of paragraphs are relegated to the impact of slavery on blacks and whites alike. In fact, as in most traditional texts, the first real mention of slavery comes when setting the stage for the Civil War. Nor is there any mention of free blacks in the North and the introduction of "Jim Crow" there some 100 years before its advent in the South. The text includes the usual story of how Washington and Jefferson hated slavery and freed their slaves after their deaths, but no explanation is offered as to why they refused to free them while they were still alive.

The treatment of white abolitionists is also standard. Garrison is treated as an extremist, and Theodore Weld held in highest esteem (Evidently the authors did not know about Weld's own brand of racism — he refused to allow white feminine abolitionists to stay overnight in homes owned by blacks.) Most of the space on abolitionists is devoted to the reforming whites, with only a closing paragraph mentioning Harriet Tubman, Frederick Douglass, and Sojourner Truth. Early black nationalists like Martin Delaney, as well as other militant freedom fighters like David Walker and Henry Highland Garnet, are ignored.

Five pages are used up on the Mexican War, but no space is given to the history, culture, and problems of this country's second largest visible minority. There are no Chicanos, migrants, zoot-suit riots, or identity for this large segment of the American population. Like the blacks of a few years ago, they remain invisible.

Thirty pages are expended on the Civil War, and two awkward paragraphs on the black role are inserted. The point is made that some blacks enlisted in the Confederacy (the authors have their dates garbled here), but nothing is said about Southern blacks and their behind-the-line activities to defeat the South. Reconstruction logically follows with a few blacks names included, but the authors spend twice the space on the alleged corruptive practices as they do on the real contributions of the Reconstruction governments. No mention is made of the fundamental human issue at stake, and one can only conclude that the authors have made little use of recent scholarship in this area.

The "Indian Wars" and the "Indian Problem" of the late nineteenth century do receive the authors' attention, but there is nothing in their treatment which would help today's student gain any knowledge about Native Americans or, indeed, the "white problem" behind their history. The authors perpetuate the myth that the various treaties gave Native Americans land (in every treaty it was the Native Americans who gave up land), and by depicting the Indians only in battle array, the authors ignore a fascinating culture that is only now beginning to get the attention it deserves.

Six pages are given to the Spanish-American War and eighteen to World War I, but only cursory attention is given to the so-called "New Immigrant" and the problems he faced. The authors mention famous old-stock immigrants like Andrew Carnegie and Carl Schurz, but then talk of immigrant clannishness resulting in antipathy toward the "New Immigrant." There is only one sentence on the National Origins legislation of the 1920's, but no analysis of how the Southern and Eastern Europeans were all but excluded and the Orientals totally barred.

Forty-four pages are taken up with World War II, and although Hitler's violence and anti-Semitism are severely condemned, no real mention is made of a growing anti-Semitism in this country, of our long history of lynching, or the fact that we fought against Hitler's racism with our own segregated army. One of the crudest statements in the book is made in relation to the role of black soldiers during World War II: "Negroes were conscripted as were other Americans. Too often their lack of earlier educational opportunity meant that they would be assigned chiefly to supply services." It was not inexperience, but racism, which resulted in blacks being relegated to the same menial tasks in the army as they were in civilian life, but the authors are inexcusably ignorant of this.

A few scattered and cautious pages are given to the Civil Rights movement, but when confronted by the militancy of the sixties, the authors either ignored or dealt with it in rather tepid style. The authors never use the word "black" except in the term "Black Power," which, according to them "no one seemed able to define exactly." The urban revolts, Malcolm X, the black student confrontations are entirely left out, as is so much that is vitally necessary if young people are to gain any understanding of the American experience.

Frankly, I wish the authors had not said anything about America's minorities. If they had entirely left them out, instead of token and often distroted inclusion, there could be no mistaking the fact that this book belongs on the ash pile of tired and irrelevant texts.

Rating: Poor

review...2

The reason for studying 'history', the student is told, is to learn from the triumphs and mistakes of the past. In the introduction of this text, the authors state, "History deals with all conditions, institutions and ideas which have shaped men's thoughts and actions."

If this is true, then this text has failed in its goals. The reasons given for the European exploration and settlement are vague. The validity of the European claims to the land, and the moral and legal reasons are never discussed. The absurdity of gaining possession of a continent by sailing along the coast line, by a declaration of the Pope, or by the granting of the land by Kings who lost nothing by their royal proclamations and grants of land is never explained to the student. The text begins with the 'Discovery of America by Columbus'. Any text which begins with this phrase shows immediately its biased content, and the reader could almost close the book right there, and not bother to read further.

The Natives of North America are not mentioned in the sentence 'Columbus discovered America', and the English, the French, the Spanish, the Puritans are all mentioned before the student reads on page 21 that there were 'Indians' in the New World.

> "Over this Promised Land (they don't say who promised what or to whom) that later became the United States lived and roamed Indians of many tribes. (It is never explained to the student why the Natives are still referred to as 'Indians' after almost 500 years of knowing this continent is not India.) None of them had attained any high degree of civilization, and only Pueblo Indians in the Southwest had developed some of civilization's arts – like building in stone, weaving cloth, and making pottery. Their civilization did not compare with the Aztecs, Mayas, and the Incas of Mexico, Central America and Peru.
>
> In the western part of America, Indians lived a nomadic life, following herds of wild bison and other game from place to place. In the eastern area, Indians lived in great forests. The Iroquois and Algonquin Indians settled in villages, made crude huts, hunted and cultivated maize, squash, and beans."

This statement is completely false, and is used to give the student the idea that the Natives of this continent were Nomads, (savage, non-white, and non-Christian) without rights, who lost little by the encroachment of the White Invaders.

This *Obliteration* of the Natives can only be regarded as a racist tactic. The censored version of history presented here is one of pasting together 'myths', created in the minds of 'historians' for the glorification of the conquerors. Since 'myths' are tales without an author, and come from nowhere, the fact that it took three men with degrees who were willing to put their names on this narrated version of compiled myths, in a racist framework is highly amusing. It is no wonder the results are dull, and the performers in this tale become as lifeless as 'wooden Indians'.

The overall tone of the book is that this is a history of Northern Europeans, and that the Promised Land was for the 'White Christian people', mostly men. The "Promised Land" gives it a spiritual, religious aspect which continues even after 100 years to discredit the Native's claim to their land, and teaches the student prejudice against any people who are not European in origin.

Nothing is told of the contributions of the Natives of this land, the miraculous development of corn, and that the early settlers would not have survived without the good will and kindness of the original people. The Natives are presented as a troublesome problem for the 'brave' pioneer. The illegality of the encroachment of the invaders and trespassers, and the murdering of the Natives by the citizens and the government is not dealt with or explained. Such inhuman acts of Indians removal, massacres of women and children, extermination of the buffalo are mentioned in casual, matter of fact tone.

> "Afraid that the troops might act hastily, many Indians fled from their reservation only to be butchered at the so-called Battle of Wounded Knee in December, 1890.
> ...During the next decade (1860-70) professional hunters killed millions of buffalo and exterminated nearly all the herds. By the 1880's only a few hundred heads were left. The Plains Indian was left without his chief means of subsistence."

The text does not explain that the reason a few buffalo remained was that the White man did not know about a separate herd, and that the known buffalo herds were completely exterminated by the millions, not only by professional hunters, but also by U.S. soldiers at the orders of their commanders. "Kill every buffalo you can, every buffalo killed is an Indian gone."

The student is left to his own imagination (and the authors hope he has none) as to how the 'Indian' died, how his land was taken from him and how it was possible for the United States and its people to kill millions of innocent people, steal their resources, starve them place them in concentration camps, break 386 treaties, and still remain a 'noble' nation of brave and free men. Hitler is mentioned in the History of World War II and there is much highly moral sounding preaching about 'race', and the problems of proclaiming yourself the super-race, and his persecution of the Jews. If the student has been paying attention, he may get the idea that it is wrong to exterminate 'White' Jews, but not too bad to exterminate 'Red' Indians. The authors are hoping that the student does not find by an outside reading that by 1890, 90-95 percent of the original people of this country had died, so that the whites could have Life, Liberty, and Property.

The treachery and defiance of a Supreme Court decision by a member of the Executive branch of the Government, Andrew Jackson, is glossed over, and the serious breaking of the constitution is not discussed or the suffering of the displaced tribes.

Nothing is told of the life-style, beliefs, the kindness and concern of the Native societies for each other. Their philosophy of life which included concern for their environment, love of their Mother the Earth, love of their Father the Sky, and love of their Brother the Animals, none of this is touched upon, or the love of the Native societies for freedom and acceptance of all.

After five hundred years of fighting for his freedom, the American Native is written off with the sentence, "Most Indians have resisted modern civilization, and the Indian problem still remains." This text does not mention the continuing struggle of the American Native to save his culture, save his children from the oppressive conditions in the schools and overcome poverty within the White racist society.

This text if used in the schools will succeed in perpetuating the arrogant racist beliefs in the white students, and may even make some of them capable of participating in another My Lai or Wounded Knee massacre. Only with truthful, uncensored history will the American public begin to understand why this is a racist, violent society, and why the leaders sometimes act with total disregard of the wishes of the People.

Rating: Poor

review...3

The tone of *U.S. History for High Schools* is set on the opening page by a quaint picture depicting the "Landing of the Pilgrims at Plymouth." Everything about the picture is traditional: the Pilgrims look devout and purposeful, they appear to have suffered but are looking ahead into the future of the country, their eyes reflect the strong and pious character that was to become America. Standing aside in the shadows gazing upon these strange but marvelous white creatures is a shadowy Indian. This traditional view of the Pilgrims on the first page of the book reflects the traditional tone and content of the presentation that follows for the next 700 or so pages in the Laidlaw book.

Perhaps one of the greatest liabilities of this book is its prose style. When one reads through the arid, colorless, pedestrian expositions of great events, one cannot but lament that students must get what may be their only exposure to history from this kind of book. One thinks of the vivid writing styles of such historians as Barbara Tuchman, Will Durant, Trevor-Roper, C.V. Wedgewood, or Samuel Eliot Morison, and wishes that some of the style of those writers could be present in this book. Perhaps one thing that textbook publishers need to do in order to begin significant improvements in their publications is hire genuinely good writers. At any rate, whatever vividness may appear in this book appears mainly in the illustrations, and even these are largely idealized views of the American scene.

Has anyone ever thought of opening an historical account of this country with a description of the way it was before 1492? The story of America always seems to begin with the English, as if they were the first American, but never with the *real* first Americans – the Indians. In a book of this type you would expect to have Columbus "discovering" America, and that is indeed the way these writers have it. That this land and its people existed before Columbus is not mentioned.

Indians, as a matter of fact, get extremely casual treatment in this book. Their culture before the white man arrived is scarcely suggested, and also receiving short shrift is the treatment they received as the white man pushed West. Indeed, the Indian is virtually absent from this history until half way through the book, when he suddenly appears as "A Problem". The authors do suggest that the white man broke innumerable treaties, but this point is just barely made. And when an Indian is shown on page 356 in a vivid color picture, he is shown leaning with trepidation and amazement against a telegraph pole. Naturally, this poor Indian cannot begin to understand the white man's great technology. (But were the white men able to understand the Indian communication patterns?) As for the book's treatment of Colonel Custer, covered mainly in a colored picture on page 285, one can only wonder if the authors of this book have ever encountered at all some of the more recent research on this manical American figure. And the treatment of the Indians in current times gets no discussion at all.

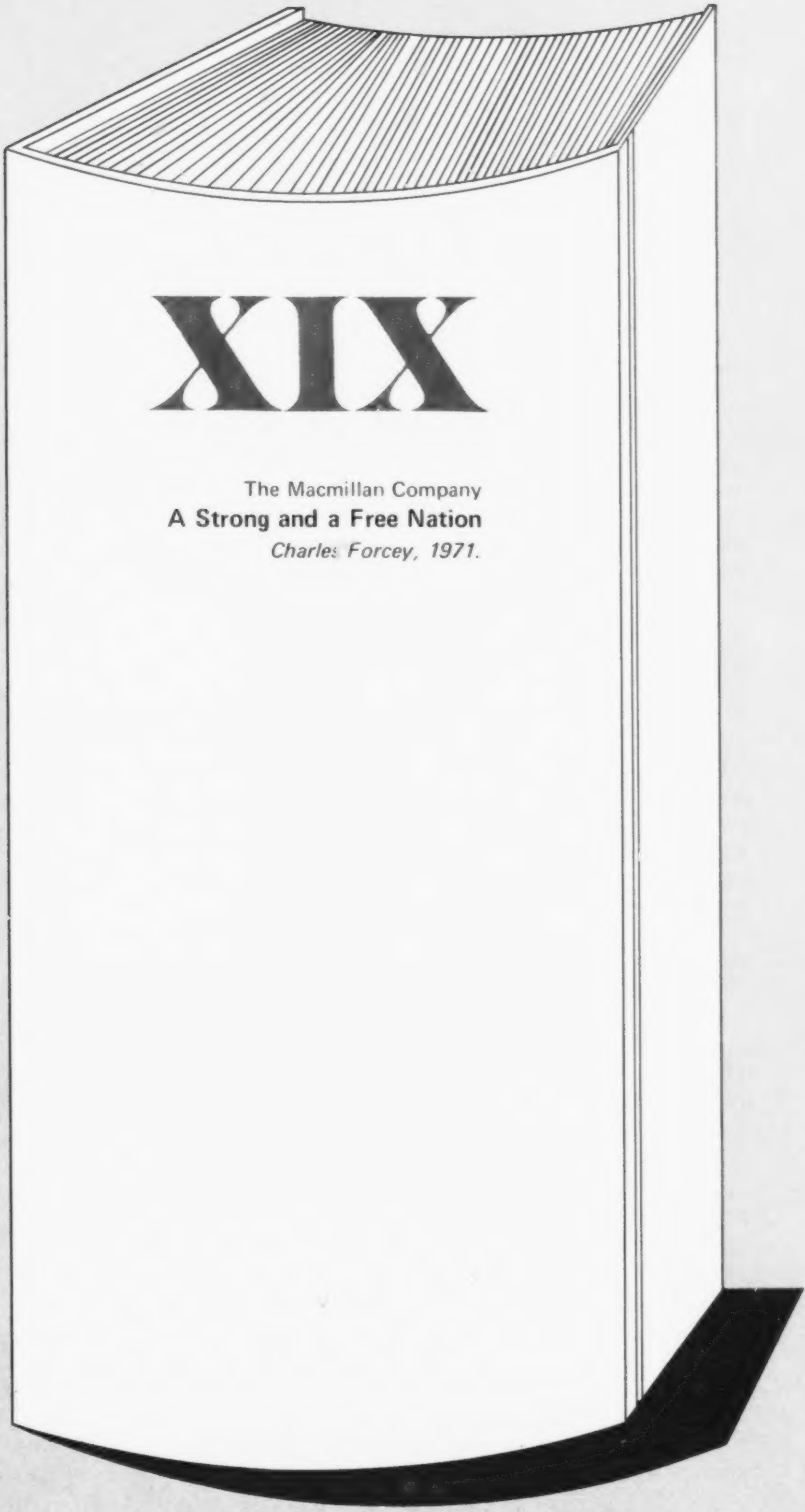
Blacks fare somewhat better in this book than Indians but the treatment is scarcely adequate. There are several pages of discussion of slavery, which must be rated as only barely successful, and after the Civil War and a brief description of the Reconstruction, the Black Americans largely disappear until much later in the book when Booker T. Washington appears. Although the authors do point out that Washington's philosophy has been repudiated by the majority of his race, one wonders why such contemporaries of Washington's as Marcus T. Garvey are not mentioned at all? When the authors discuss contemporary society the problems of Blacks and other minorities are not sufficiently discussed. Several pages are devoted to civil rights, but no discussion is made of the deep and pervasive forces of racism that have worked against the Blacks and other minorities throughout American history. We get very little description of the dire conditions that lay behind the Black man's search for his rights as an individual. Indeed, even some of the current early-elementary level social studies books do a better job of suggesting some of the massive social problems confronting our society today than this high school textbook does.

The book is filled with "check-ups" – questions that require the student to go back to the text to find the answers. Although the book does include some "Questions for Discussion," the book is definitely not open-ended in nature.

Perhaps this book would be useful as an outline for a teacher to use for a history course. But we would certainly have to depend on the teacher putting most of the meat on the bones. For example, the authors present a paragraph or two on the religion of the early colonist; but no student would come away from these two paragraphs with much of a notion at all of what Puritanism was all about. Also, although when the authors discuss Nazi Germany, they do refer to anti-Semitism the teacher would have to do all the bringing out of what actually happened to the Jews in Nazi Germany.

One cannot but feel sympathy for the history student who must plod through this formidably dull book.

Rating: Poor



XIX

The Macmillan Company

A Strong and a Free Nation

Charles Forcey, 1971.

review...1

An overall impression that is received when looking at the treatment of minority groups in the book, *A Strong And Free Nation,* is that a perfunctory courtesy has been performed. It appears that the authors are only attempting to reveal different accounts and accomplishments of some minority groups. It seems as though a particular minority group is recognized with a certain historical event rather than to present a multi-racial, multi-ethnic approach in the organization of the book. The overall picture received is that the reader does not get a feeling that minority groups pervade in either the content or in the illustrations in the textbook. Rather, there are periodic references to describing contributions of minorities and in indicating the pluralistic nature of our society. Based on certain established criteria that were utilized in the past to review textbooks, this book omits giving adequate accounts of the background of some cultures and minority groups. The book does not cite adequately significant contributions made by different minorities in a number of diverse areas.

In the entire book, Mexican-Americans are given only three page references in the index. There is really nothing in the references that would reflect the struggles, experiences, or even the contributions of Mexican-Americans to this country. One illustration does depict some Mexican-American cowboys at a roundup, and the caption suggests that cattlemen learned from the Mexican-Americans the skills required in this endeavor. Ironically, though, a reference is made about the American Indians regarding their effect on roundups and the life of cowboys. The passages state that attacks by Indians were possible at any moment during the roundups. No mention is even made that Indians, black Americans, and other nationality groups all shared the same jobs and dangers, and that all these men, together, conquered the grasslands of the Great Plains.

If a student wanted to relate to a certain minority group presented in this textbook, it could only be done with a few groups and then only sporadically. There are usually references to general groups such as the "new immigrants" from southern and central Europe. In this same respect, it was disheartening to read about immigrant achievements in one small paragraph.

Black Americans are given more coverage in the book than other minorities, but the reader would need to raise the question whether there is both adequate coverage and adequate accounts on black Americans. The reader would also need to question how the authors organized the content to present adequately the treatment of black Americans in our history and in presenting their achievements and contributions. There are obvious omissions such as no real account of the cultural developments in Africa prior to the discovery of the New World. There is a brief reference about black Americans engaged in governmental positions after the Civil War, but there is not enough to show that blacks did make significant progress in establishing themselves as an integral part of American society. Although the text content and illustrations do cite accomplishments of certain black Americans, there are many other areas where black Americans could be included to present achievements, contributions, and the roles they performed throughout our history. Generally, the names cited in the book are those names students would have heard about already.

It is difficult to assess what the authors were attempting to do in utilizing different terms for blacks in the section on "trials and triumphs" of black Americans. It may be interpreted that there are inconsistencies in the textbook in references to black Americans. Terms used are "Negroes," "black Americans," and "colored." A question should be raised as to the intent of the authors in using terms that in 1971 (year book published) had become offensive to black Americans.

There are specific comments relating to American Indians and to black Americans stating their injustices, life styles, and achievements, but if one is to evaluate this book fairly, in portraying the struggles, tragedies, experiences and contributions of racial and ethnic minorities, it would fall short of this goal.

The illustrations reflect a diversity to some extent of the different minorities but it almost appears that the illustrations included were done as a matter of duty rather than to provide for the student a pluralistic approach to American history.

It would be interesting to find out if the authors established any criteria for the treatment of minority groups in American history before they began to write the book.

According to this reviewer, the authors are trying to portray some multi-racial, multi-ethnic accounts, but the book does not adequately treat minorities or reflect a pluralistic society in a cogent manner. After reading this book, it would be difficult, except in a few instances, for Americans from different racial and ethnic minorities to really feel a sense of pride in relating to a particular minority and how a particular group has helped in the development of this country. It would be difficult for anyone to state that any minority group is strikingly prominent in the book. There is no real sense of feeling that minorities are participants in our history and that our country's development reflects a pluralistic nature. In short, this book is not making a sincere attempt to integrate minorities into our history, and there are some serious inadequacies in both its presentation and omission of information about the treatment of minority groups.

Rating: Poor

review...2

Charles Forcey's *A Strong and Free Nation* attempts to convey an American history that reflects the multi-racial, multi-ethnic and pluralistic nature of our past. In part the author succeeds: his narrative touches on the major non-European groups that have contributed to the development of the United States. It is refreshing to see a secondary text which acknowledges the existence of Nat Turner, Geronimo, and Marcus Garvey.

Although Forcey weaves the activities of minority groups skillfully into his account, the book still has serious deficiencies. Not only is he committed to older ethnocentric scholarship, but he also negatively evaluates minority participation. This fault is most apparent when the author describes Black participation. First, we are told, on page 201, that "most of the Constitution's framers, including the slaveholders, believed slavery to be wrong." But there is no attempt to explain why, then, slavery "continued in the United States." And there is no indication that slavery was an institution whose existence was vital to the economic infrastructure of the United States. Second, we are asked to believe that slavery had much to do with the failure of Clay's and Calhoun's dreams of Southern manufacturing. In this instance the author argues: that extra cash went into buying more slaves: that slaves and wives and children received care for a lifetime; and that costs of such care, though kept small, were rarely repaid by slaves' slow, unwilling work. Third, and final, the author asserts that few southerners joined in setting up the new governments required by radical reconstruction. John Hope Franklin in *Reconstruction* demonstrated that no southern state government during Reconstruction had a majority of black representatives.

Although Forcey discusses Japanese "relocation camps," there is no mention of Oriental student groups in the late 1960's. Such groups as the "Yellow Brotherhood" persuasively articulate their continuing alienation in American society.

Taken together the interpretations favored by Forcey exemplify what I.A. Newby "Historians and Negroes," *Journal of Negro History* (1968) has categorized as "spook history." Minority groups, it is subtly suggested, presented a variety of problems for white Americans either to solve or to tolerate. This focus projects the false impression that American history has been the rational unfolding of the democratic experience. Finally, no substantial discussion of racism in American society is contained in the text.

Rating: Fair

review...3

No one likes to admit that he is prejudiced or biased, but after reading and reviewing *A Strong and Free Nation,* I am left with no choice. It isn't that this text particularly turns me off. It isn't that at all.

You see, I've always loved history – any kind and all kinds. I've even written some. Now you know my problem. If anyone loves history, he automatically has to hate what history textbooks do to it.

As textbooks go, *A Strong and Free Nation* isn't bad reading, it's just bad history – like all history textbooks. And like the rest, it follows certain iron-clad rules.

Rule 1: Regardless of how sophisticated the vocabulary, this volume maintains that great history textbook tradition of always talking down to the reader. Incidentally, I spent all of my elementary grade years in reading group three, and talking down to me takes some doing, but these texts always manage to do it.

Example: I've always had a thing about the War of 1812. But all of the history texts, this one included, give me two and one-half years of war in three and one-half pages. The War of 1812 deserves better. Why?

Did you know it was one of those very unusual wars that did not lead to another war? Instead, it led to the longest unarmed international border in the world. Nevertheless, this text calls the war's ending a "Peace Without Victory." (p. 279) Think about that!

Does this imply that a peace without a defeated foe is something less than a "victory"? Could it be that 'Peace is Victory'? Did you know it was our first declared war, and it was fought entirely by volunteers, very few of whom were very good at it and so no land was conquered and it came to an end with the fewest killed? But it started the longest peace between any two countries. Still this text says it was a war "without victory". I wonder if President Madison ever complained that he didn't win a war.

Rule 2: Like daily newspapers, history textbooks never finish a story. They always leave you asking questions which is fine for learning, but each question is sillier than the last one.

Example: "During the twenties, the youth of America shocked their elders with new ways of living – short skirts, jazz music, fast driving, and the like." (p. 557. . . .)

Question: What is meant by "and the like"? faster driving?

Example: "On the serious side, these new ways were signs of a strong desire among the young for more tolerance and openness in American life." (p. 557)

Question: If short skirts, jazz, and fast driving were the serious side of life, what did they do for laughs, I wonder?

> "Yet the rise of gangland crime and the new flare-up of the Ku Klux Klan were evidence enough that freedom was not without its problems." (p. 557)

Question: Does this mean that there is a causal relationship between crime and the Klan and freedom?

Rule 3: Most people are sorry for their mistakes, but history textbooks seem to apologize for successes of others.

Under a section called "Reconstruction in the South" the reader is first assured that although –

> ". . .more Negroes than whites voted in the elections that set up the new Reconstruction governments. Yet, in all but one of these states, the majority of the elected members of the legislatures were white men. In none. . .did Negroes gain control of the government. Several Blacks. . .were elected to the national House of Representatives. Very few of the freedman won high offices in their own state governments and none ever became governor of any state." (p. 435)

Comment: Now my Bessie Lou, only 16, can sleep soundly tonight.

Later:

> "In time, *southerners* became convinced that everything depended on regaining control of their state governments"

(emphasis added) (p. 437)

Question: Who are "the southerners"?

a) Only Whites
b) Only Blacks
c) Both Blacks and Whites
d) Anyone who lives in the south.

Rule 4: Did you know that history textbooks have discovered something no one else has about people?

The closer one gets to modern times, the better people become.

On page 438 we meet the Ku Klux Klan of 100 years ago. According to the rule, the Klan is correctly labelled as *bad guys* who "frighten Negro voters" which is easy to do because Klansmen are "dressed in white robes." However "Negro voters who refused to be frightened were beaten, tortured, and murdered." Furthermore, this Klan of 100 years ago, according to a newspaper of the time, really played for keeps. "We must render this a white man's government, or convert the land into a Negro man's cemetery."

Sixty years later, on page 550, we meet the newer more modern Ku Klux Klan of the 1920's. Applying our rule we find that even the Klan gets better and better — not 'good' but better. Now the membership is made up of —

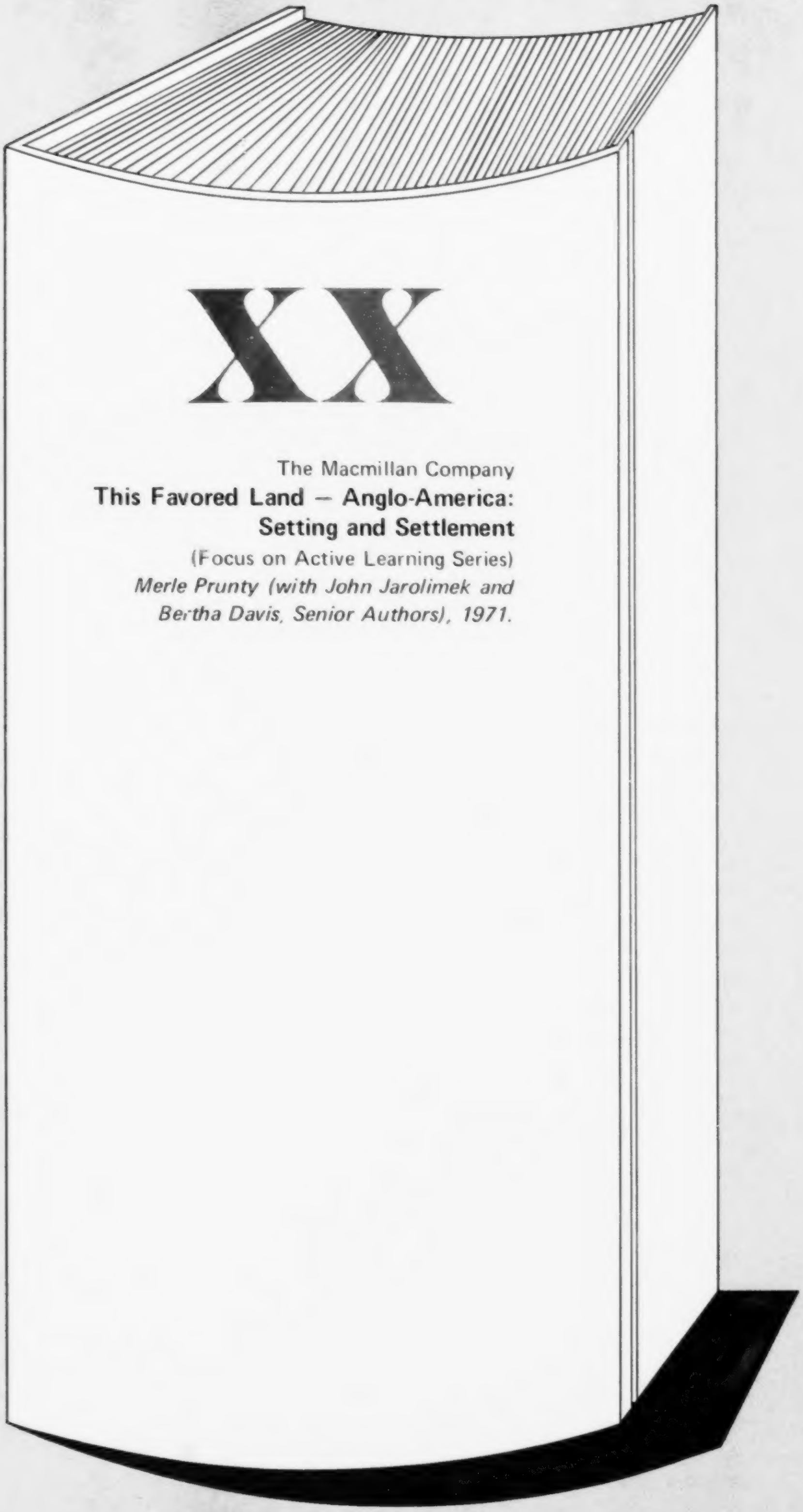
> ". . .many honest and hardworking Americans," who because "the gangsters and speak-easies of the cities were a sign that freedom was being carried too far" are "eager to join" especially "when word got around that the Ku Klux Klan of Reconstruction days was operating again."

The members of this 'better' Klan —

> "pledged themselves to lead virtuous lives and to protect the American way." However, some "KKK bands sometimes used violence against black Americans and other people they disliked. . . ." and when "it was proven that some of the Klan leaders had been guilty of murder, theft, and other serious crimes. Membership by sincere and law-biding citizens dropped off. . . ."

The textbook ends on page 679, but I can hardly wait till the new edition comes out to find out all about the Mafia "families" who contribute so much to charity, are never on welfare, always stick together, and have found a new way to bring discipline back into the old family.

Rating: Fair



XX

The Macmillan Company

This Favored Land – Anglo-America: Setting and Settlement

(Focus on Active Learning Series)

Merle Prunty (with John Jarolimek and Bertha Davis, Senior Authors), 1971.

review...1

The primary purpose of this text appears to be an introduction to the geographical development of the Western Hemisphere. The descriptions, maps, charts, graphs, and tables do an adequate job of providing a good representation of the geographical development. However, geographical concepts are not sufficient enough for a social studies text. The authors have made an attempt to include anthropological, economical, historical, sociological, political and philosophical concepts, but far too often do not develop these enough to help students understand their impact and relation to the geographical development of the Western Hemisphere.

In the introduction, the traditional geographical description of two regions, North and South America, has been replaced by two terms, "Anglo-America" and "Latin America". The term "Anglo-America" is not appropriate in describing an area whose population is as diversified as it is. Historically speaking, "Anglo-America" is not inclusive enough to include the many different kinds of people who have contributed to the development of this region.

The text uses 1607 as the beginning point in the history of the United States. Mention is made of 1492 and once again, Columbus has been credited with discovering land that was never lost. It is unfortunate that it is not until Page 19 that the Indians are mentioned, and this is only in connection with the survival of the colonists in Jamestown.

This chapter continues with a discussion on acquisition of land by the Europeans and is grossly unfair to the Indians and the relationship that existed between the original inhabitants of the land and the Europeans. Throughout the book ethnocentrism is blatant in the comparative descriptions of the various living styles, farming, fishing and hunting practices that existed with both these original inhabitants and the Europeans. The discussion attempts to show the student how cultural exchange and adaptation occurs, but it hinders this process by not presenting the truth. The authors choice of vocabulary also prevents this concept from being fully developed. Words such as "copy" and "obtain," when discussing cultural diffusion, psychologically blocks the implications that "sharing" and "borrowing" might have. The term "savage" is presented in such a way that it precludes any thorough investigation of the meaning of the term. Its use in connection with the Indians serves to reinforce existing stereotypes. There is no need for its inclusion if the treatment and attention given to the Indians is meant to be fair and accurate. Throughout the text the Indian once again has been misrepresented.

The Afro-American is not included in the text until slavery is discussed, in limited fashion, on pp. 34-35. There is little mention of blacks having been involved in earlier explorations of the region. The fact that blacks came to the territory as indentured servants is not included until after the concept of "Negro slaves reached Jamestown in 1619" has been presented. The authors of the book present the development of the country up to 1763 with no discussion as to what was happening to and with blacks until the discussion of "cheap labor" in Chapter 3. The erroneous concept of *"imported* African slaves", as well as many others introduced in this chapter, is unfortunate. The entire issue of slavery and the participation of blacks in American life is treated inadequately. Inaccurate information and lack of full discussion contributes to this.

Ethnocentricism is obvious in the attention given to religion and the part it played in the lives of the Indian. It is also obvious in most of the pictorial content of the book up to Chapter 16. At this point in the text, some attention is given to the cultural diversity that exists in the United States.

Although some minorities have been included in this text, there is much to be done before this text can be considered adequate in its treatment of minorities.

Rating: Poor

review...2

From the perspective of how well it reflects the past and present multi-racial, multi-ethnic, and pluralistic nature of our society, *Lands of Promise* is a sometimes rewarding, sometimes disappointing hybrid social studies textbook. Despite its misleading subtitle – *Western Hemisphere: Setting and Settlement* – it is basically a study of the United States (427 pages), with only one chapter (26 pages) on Canada and four chapters (95 pages) on Latin America. Principally a cultural geography of the United States, the book focuses on our nation's natural environment, settlement patterns, and contemporary economy. In addition, it contains a few "special event" historical chapters, such as one on the American Revolution and one on the Civil War.

As the book is essentially a U.S. social studies text, this review will focus on the U.S. sections, which comprise four-fifths of the book. However, it should be noted that the Latin American chapters, although unfortunately too brief to present a multi-faceted picture of the Latin American nations, are generally well done and culturally sensitive.

As a multi-ethnic text, *Lands of Promise* is quite uneven. In the first 320 pages on the geographical setting and region-by-region settlement, the authors attempt, if not always successfully, to make a multi-ethnic presentation of how the land which now forms our nation was populated, and they often raise controversial ethnic issues. However, in the 100 pages on the contemporary U.S., ethnic groups are almost completely absent, while this section fails almost totally to deal with present-day problems concerning ethnic groups. Throughout the book, the end-of-chapter questions are dull and unprovocative, stressing factual recall rather than stimulating discussion.

In the chapters on "setting and settlement," the Native American receives by far the best treatment of any ethnic group. This is one of the few general U.S. social studies textbooks with a detailed and generally sensitive presentation of the variety and intrinsic quality of the many Native American cultures. The authors also make such appropriately critical comments as referring to the U.S. government's Indian "Removal Policy" as "a very shameful part of American history" in which "all kinds of cheating and cruelty and violence were used . . ." (p. 153)

Unfortunately, in the "setting and settlement" section, no other ethnic group fares anywhere near so well as the Native Americans. The authors ignore America's African heritage, while their strong criticism of U.S. Indian policy gives way to a relatively bland treatment of the Black experience in early U.S. history. Although the book devotes some attention to the pre-1846 Spanish and Mexican settlement of the Southwest, the 1846-1848 U.S.-Mexican War, and the 1848 Treaty of Guadalupe Hidalgo, these discussions are far too brief for their importance in the history of our land.

Thus, although not always successfully, the authors at least attempt to provide a multi-ethnic perspective in the "setting and settlement" sections. Such cannot be said for the 100-page section on the contemporary U.S., which contains little on ethnic groups. While emphasizing the great development of the U.S. economy, this section gives almost no attention to ethnic contributions to this development (except two pages on Black sharecroppers and farmers and one paragraph on Mexican-American migrant workers).

In addition, the authors do not raise the issue that ethnic groups generally have not received a proportional share of the benefits of the nation's economic growth, nor do they discuss the societal impediments to ethnic socio-economic progress. In contrast to the "setting and settlement" chapters, the contemporary section avoids controversial issues and does not realistically depict present-day problems faced by ethnic groups.

However, recognizing the "need" to include something about contemporary ethnics, the authors try to compensate cosmetically with pictorial pseudo-ethnicity – picture spreads of ethnic stores and restaurants (pp. 376-377), ethnic parades (pp. 394-395), and ethnic dancers (pp. 412-413). These pictures indicate that ours is a culturally pluralistic nation, but they do not mitigate the fact that the contemporary U.S. section provides little basis for the development of positive ethnic self-image nor does it present an adequate view of the multi-ethnic aspects of modern America.

In brief, from a multi-ethnic perspective, this is a partially successful book, particularly in its descriptions of Native American civilizations and nineteenth-century Anglo treatment of Native Americans. Yet it falls far short of providing a true multi-ethnic picture of our society or indicating the complex obstacles with which U.S. ethnic groups must contend.

Rating: Fair

review...3

1. *Does the content of the textbook – both the pictorial and written content – reflect the pluralistic, multi-ethnic nature of our society, both past and present?*

The textbook reflects the notion that the United States is the by-product of a multiplicity of groups (racial, ethnic, religious) that have interwoven their contributions in the total composite of the political entity that is the United States. The narrative portion of the text deals with the struggles, tragedies, contributions, and experiences of peoples from all across the face of the earth who in some way helped to mold the United States.

It appears to the reviewer that the pluralistic, multi-ethnic viewpoint would have been much more dramatic if the pictures and narrative were interwoven rather than isolated. (Pictures in the United States segment of the text almost always appear on the pages that precede the summary for each chapter and they are grouped together, thus having far less impact.)

2. *What are the implicit assumptions of the content, both pictorial and verbal?*

The verbal discussions dealing with various periods of history give rather detailed descriptions of events that transpired and what life was like for people of the time, but the pictures add no credence to the discussion. If a child were to see the array of pictures selected apart from the text, the reviewer is convinced he would have an extremely subjective, biased viewpoint – one that suggests little hardship and struggle. The pictures tend also to reflect the unique and positive aspects of the United States. In the mind of the reviewer, the pictures would have far greater worth if they were interspersed with the verbal sections. For example, the Civil War is discussed in Chapter Seven. No pictures regarding this major event in our country's history appear until the end of the chapter. They are clustered and reflect only the unique contributions of the black people that are found in every text; examples: Harriet Tubman and Frederick Douglass.

The reviewer would also speculate that the multitude of maps that appear at the beginning of every chapter and the lack of pictures to accompany such topics as "How did the westward march of settlement affect the Indians?", "What was life like on the Oregon Trail?" tend to imply that either the students have an extraordinary high interest level and/or imagination, that many other resources must be used to give real meaning to the narrative, or that by their absence one might deduce that the story of the United States is not all that picturesque.

3. *What are the contributions of the various ethnic groups included?*

The textbook provides a very glossy and sweeping picture of the many ethnic groups that have contributed to the well-being of our nation. For example, two pages of pictures at the end of Chapter Seven illustrate well-known Blacks who were involved in the Civil War and/or its aftermath.

A very biased and incomplete picture of the Mormons and their contributions to society is provided in the text. Only a picture of Salt Lake City, impossible to identify as such by the distance at which it was taken, and a drawing of a covered wagon – which could have been used by many other religious groups of the time – are provided.

In the section dealing with the Midwest, a picture of the Amish is provided at the end of the chapter. No mention of their contribution is made in the preceding narration, thus the picture suggests the exotic. Similar treatment is given to the Pennsylvania Dutch in the section dealing with the Northeastern States. Many other examples could be given to add credibility to the criticism.

4. *Is the legitimacy of a variety of life styles acknowledged?*

It appears to the reviewer that an extraordinary amount of stress is placed upon the geographical phenomena of the United States. This is not intended to imply that geography is not important, but when twelve maps are given in the first twelve pages of the text it seems that map skills are over-played and could easily "turn off" the anxious "people-oriented" student. The pictures (in the section dealing with the United States) appear at the end of the chapters and deal with the usual or the exotic. They tend to overlook the variety of life styles that exist in our country. The narrative text could have been improved if more stress were given to sociological and anthropological phenomena. (In fact, this textbook seems to regress toward the format and standardization of life styles found in similar books during the past years of publishing.)

5. *Does the book tend to raise open questions and present issues?*

Many subtitles for the chapters raise what and how questions, but according to Bloom's taxonomy those would be rather low level questions – needing knowledge only for making adequate responses.

Questions at the end of each subsection often deal with more thought-provoking notions and require critical thinking on the part of the reader.

The reviewer would suggest that the pictures could be far more potent if they appeared in the context of the narration and if thought-provoking questions were used. Another suggestion would be to use pictures at the beginning of a chapter to arouse curiosity, to elicit ideas related to current issues, and to give an added dimension to serve as a springboard for speculation and hypothesizing.

6. *Are present-day problems realistically presented?*

Kennedy, Nixon, Vietnam War, pollution, environment, and poverty in other cultures are examples of major topics ignored. The reviewer would suggest that the text is short sighted in intent and fails to allow middle grade youngsters to combine knowledge and inquiry in an attempt to cope with social action.

7. *Is the role of a variety of religious groups in our society, both past and present, included?*

Certainly the text does not in any way indoctrinate students regarding any religious group. Treatment is "spotty," and deals on a surface level with the Mormons, Amish, and Jews. No mention is made of such groups as Quakers, Mennonites, and Catholics. Many other religious groups are also excluded.

8. *What seems to be the author's approach to patriotism?*

The author's approach to patriotism seems to the reviewer to tend toward the positive end of the continuum by the nature of the narration and illustrations. Slums, poverty, and pollution are almost left unmentioned in the narration and pictures regarding these issues are eliminated. This treatment tends to be in conflict with the National Social Studies Guidelines which suggest the student should be a critical thinker if he is to deal with the social problems of today and tomorrow.

9. *To what extent are the standard "myths" presented?*

Myths such as "Honest Abe" and George Washington's episode with the cherry tree are abolished, but the reviewer tends to believe that the incomplete picture of the Blacks and the biased and incomplete account of the Mormons are examples that border on the "myth" pattern.

10. *What appears to be the criteria for presenting heroes?*

The traditional, "repeatedly used over time types" are portrayed in the text. The heroes tend to deal with militaristic and governmental types. For example, four pages of narration center around Robert E. Lee. Coverage of Abraham Lincoln is done in five pages. Wyeth, Louis and Clark, and other known expeditionists are referred to in the text as they reflect the settlement of the United States. People such as Harriet Tubman and Sojourner Truth are referred to only through pictures.

11. *Are ethnocentric views reinforced or worked against?*

After perusing the text rather carefully, the reviewer tends to think that the authors take a moderate and almost "middle of the road" view toward ethnocentricism. The narration does not infer an extremely positive view toward other cultures, nor does it "put them down." The pictures, however, tend to illustrate the exotic, which could infer either a very positive position or a negative one, depending on one's past experiences. One caption used to tie the multiplicity of cultures of the United States together is "We eat in many languages." Preceding the statement are six pictures of foods from various groups of people that are found in United States restaurants.

12. *Does the text take a moral stand on issues?*

While many men and women of lesser importance (according to textual treatment in the past) have been excluded from this text, those such as Robert E. Lee, Lewis and Clark, and Abraham Lincoln who have undoubtedly contributed to our country's story were not glorified.

Negative issues are not "made light of" in the narrative sections of the text, and pictures do not in any way project a negative image, thus by exclusion the reviewer believes this in some ways represents falsely the status of the United States both past and present and therefore over-estimates every man's allegience and patriotism to this country.

13. *Would the book tend to encourage a positive self image?*

The reviewer tends to feel that the student is removed from the book because of its impersonal characteristics. Few pictures even deal with young children, and those pictures with which the children might identify tend to deal with the exotic.

14. *Are controversial issues dealt with?*

Controversial issues such as poverty, pollution, and racism are almost completely ignored except for an occasional question that is included for the apparent sake of inquiry. The exclusion of controversial issues tends to distort reality, but obviously once more the text is geared to a typical publishing company's requests.

15. *In dealing with various matters, do the authors commit "sins of omission?"*

Many events are distorted by what the authors left unsaid. Controversial issues such as pollution, bussing, and the Vietnam War are not even mentioned?

The text is heavily weighted toward geography and history, with "little meat" included that reflects the other social science disciplines.

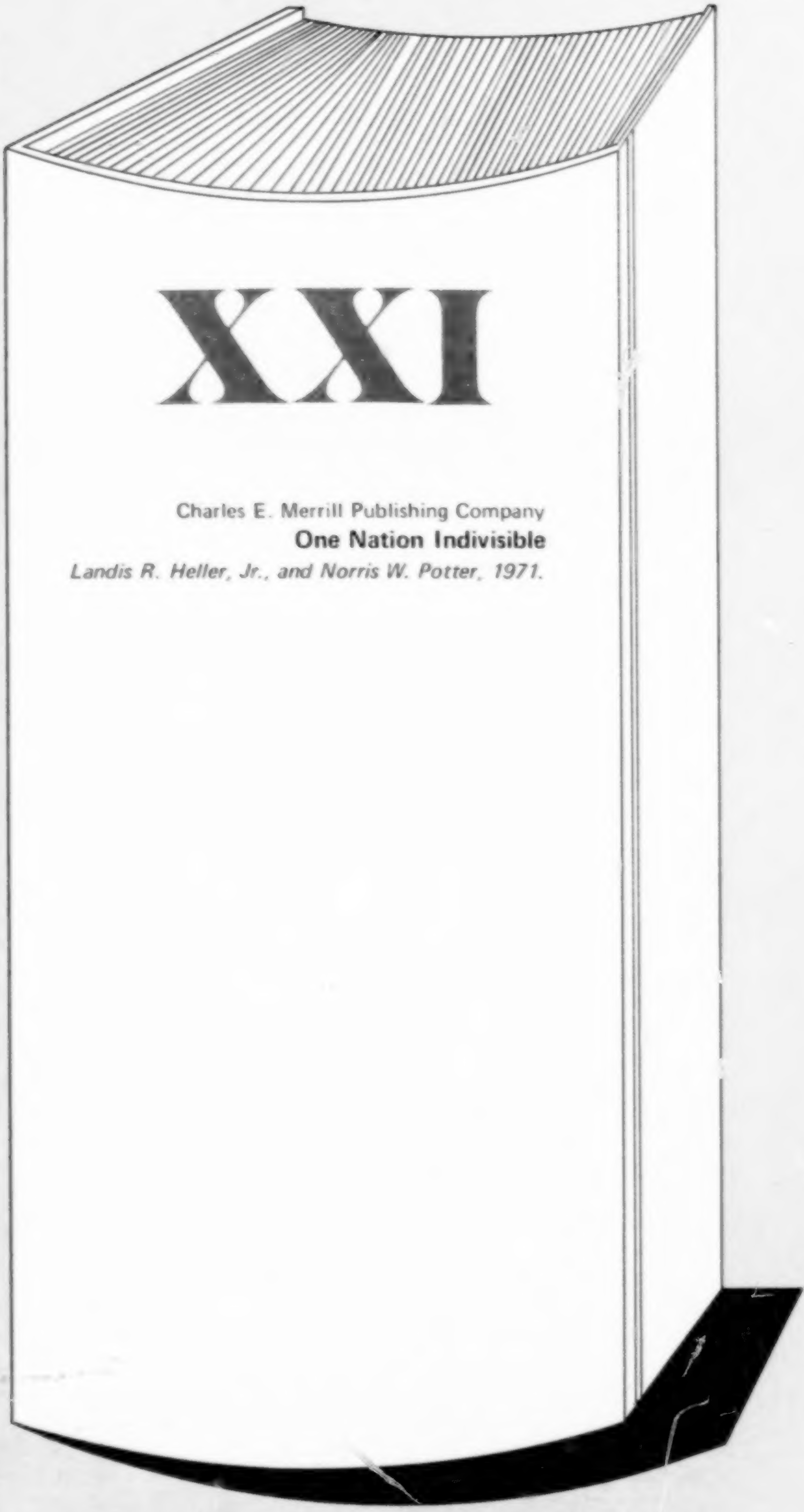
16. *Are historical events based on the latest historical evidence?*

The reviewer tends to think this area needs further study and consideration. Historiography is "in" in elementary school social studies and yet primary sources are nil in the textbook reviewed, thus forfeiting the child's opportunity to examine various sources and make comparisons, inferences, and tentative conclusions.

17. *Are events consistently glorified?*

Many historical events presented seem to give a one-sided story or are totally bland, thus suggesting little life or real drama.

Rating: Poor



XXI

Charles E. Merrill Publishing Company

One Nation Indivisible

Landis R. Heller, Jr., and Norris W. Potter, 1971.

review...1

Not until the period after 1945 does this history give any intensive treatment of inter-group relationships, quests for minority rights, experiences of disadvantaged peoples, or of an explicit national concern in America for establishing a favorable environment for groups in diverse circumstances. Prior to that date there are careful mentions of ethnic and religious participation and achievement, but they are occasional and contrived. The "straight" history is, I think, pretty good so I make this comment in the light of the State Board's immediate concerns. The authors have not announced and sustained an intent to illuminate the "multi-racial, multi-ethnic, and pluralistic nature of our society." Slavery is properly denounced, the names of prominent blacks are listed. Puritan exclusivity identified, and the plight of Indians, Chinese-Americans, and some others mentioned; but the dynamic and texture of a diverse society is not explicated.

I should say at once that very few if any texts do a successful job of this, and I should go further to say that professional historians do not provide much guidance for those who write texts for primary and secondary school students. The present work certainly shows a humane concern for those who have not fared well in America, and similarly shows an interest in the contributions of prominent members of minorities, especially blacks. These facets are distinctly episodic, however, and not part of an identifiable design or hypothesis.

It would seem to me that this problem is widespread and difficult. In my comments on the Branson and France work *(American History for Today)* I suggested some components of this difficulty, and they apply to the present work for the most part. I would go further to suggest that authors rarely pursue vigorously the reasons for inter-group hostility so that one could then go on to inquire into the circumstances and conditions under which groups have gotten on with each other. There is a modest amount of insight available on these matters in modern social science, and it could profitably be introduced in books like this. Textbook writers have their problems, however. What is the consequence of a sustained inquiry into various theories of why so many whites in America have been hostile to blacks? One can denounce the feeling, but should one continue it to the point of saying most whites are "sick?" Some historians (Winthrop Jordan, for example) have carried the argument this far. Should one go into theories of sexual fears, blighted ambitions, feelings of inadequacy, etc., or, on the other hand, should one give a sympathetic account of white charges against blacks, i.e., laziness, immorality, crime, relative lack of intelligence, distaste for differences in appearance, etc.? These are ticklish matters and yet they would seem to be critical for any comprehensive assessment of discrimination and prejudice. Authorities are of course terribly divided on these issues and feelings are very sensitive.

In the absence of such a framework, however, authors can be properly accused of writing unrealistically, of skirting the issues, of presenting "good" and "bad" actions with no underlying framework. Just so, one cannot understand the fact that a remarkable diversity has existed in America – the abrasiveness has been coupled with tolerance. Conflict has existed alongside some values and institutions that permit people to go their own way, to have some expectations realized, some happiness achieved. Religious tolerance has accompanied religiously-based suspicion and dislike. Authenticity and engagement can only come from sustained plain talk, and yet in the process anger and pain will certainly be invoked. Guilt and despair can certainly be inspired. Some will find vindication, and some will charge misrepresentation or unproven hypothesis. Those who claim to admire plain talk are, in my experience, most prone to be outraged when the argument isn't to their liking. The plain talk they admire is found to be their plain talk and not someone else's. They want to convert, not be converted. But if we have recently been conscious of the desirability of discussing the achievements of and the injustices visited upon minorities, the next step would seem to be a more candid and dispassionate discussion of why people feel as they do, why they act as they do. The model of a pluralistic society would seem to demand this. Anger and hostility are rarely eliminated by denunciation and suggestions that the "better" people think differently.

A genuinely pluralist society is a hard thing to carry off. It requires very special values, institutions, and understanding. It is no little irony that the pluralistic ideal can be readily stated as "separate but equal." Textbook writers can hardly be scored for being extremely chary of such swamps. Yet if we really want – though I think most of us are ambivalent when it gets to sensitive nerves – of promoting a pluralistic society, then we have to start peeling off the layers and provide a reasonably secure atmosphere for textbook authors to describe as honestly and sympathetically as they can the life-views of diverse groups in our society.

The book at hand shows the mark of "approved" thinking, but an awful lot of people in this country do not share it. Query: Should textbook writers try to convert others to approved thinking – a new homogeneity, a new orthodoxy – or should they probe into and fairly represent disparate views? I am not convinced that many who talk enthusiastically of pluralism and diversity really accept the logic of the position, and I think textbook writers and publishers know it. Moral indignation is recommended when it is the "right" moral indignation. Perhaps it is time to talk of such matters more openly, and perhaps it will be the avenue by which such authors can advance to another level of assessment of American society both in the past and present. Perhaps then we can grapple with such problems as whether we think poor people are specially virtuous or unjustly deprived, how men can achieve if they are really oppressed, whether tolerance might be a better practical goal than ideal brotherhood, and why many people are obviously nourished by hatred, pride, vanity, superiority, etc..

Rating: Fair

review...2

This textbook is a slight improvement over others. It has remedied some of the problems of excluding minorities, but it is still a long way from creatively integrating the minority material into the total historical experience. Black contributions are poked in at certain intervals as if the authors were in a panic to include them.

Perhaps the most basic weakness is the early focus on the European antecedents; Indian and Black antecedents are ignored. The African slave trade is about all that is mentioned about Blacks before their arrival in America. Europeans are cast as the hub of world history. The authors forget – or probably are not aware of – pre-Columbia explorations of America by West Africans. Much more material should have been presented on pre-European Indian culture; white men did not "discover" America. For all their attempts, the authors still are somewhat ethnocentric.

The approach to the African slave trade is patchy. There is very little on the African culture and social organization which were affected by the trade. No connection is made between the rise of mercantile capitalism, the slave trade, and the industrial revolution in England. Black slaves provided the essential labor for the economic development of the new world during this time. The authors also fail to point out how Africans in the new world comprised an African diaspora, adjusting to and modifying their new cultural environments. (They go to great pains pointing out how white folk did this!)

Blacks in the colonial period are treated as phantoms until one is killed at the Boston Massacre. An interesting method of presenting some Black events is to put them in boxes at the top of the page – in token-Black fashion; any high school reader could see it was contrived. The authors do not integrate the material on Blacks into every period and issue. Washington, Jefferson and other founding fathers are not mentioned as holding racist views concerning Blacks. This is important for students to know if they are to understand the persistence of white racism in history.

The abolitionist period, 1820-60, is treated very superficially. Nothing is mentioned concerning the role of Black abolitionists outside of Frederick Douglass. This period is very important because the first Black newspapers and large scale social protest developed during this time. Had the authors been more insightful they could have compared the social protest movements of this period with those of today to enable students to understand the dynamics of social movements.

The Mexican War comes off like a movie. It is very slanted. Moral lessons of American agression and expansionism could have been learned rather than just narration of an event. This could be very offensive to Mexican-Americans.

If anything demonstrates the lack of information and interpretation of the complexity of Black culture it is the section on slavery. Very little is mentioned of the slave narrative. No mention is made of the rise of the Free-Black intellectual class in the North and their role in the abolitionist movement. This period is most significant because it had social movements which could be compared to today's movements, e.g., women's rights, civil rights, and communes. Had the authors had some imagination, they could have illuminated the present with the past. And if they had had their young readers in mind, they would have developed these comparisons to the fullest – particularly since these same social problems exist today. The entire abolitionist period is overly simplistic. There is nothing on the racial conflict within the abolitionist ranks. The labor movement is average in treatment, but bland. Race and class conflict are played down.

The section on imperialism is from fair to good. It could have been developed more fully to explain to students how industrial states like England, France, and Germany were imperialistic and how World War I and II were indirectly caused by conflicting policies of imperialism leading to Viet-nam. The authors are traditional Anti-communists, with no new insights into the reasons why under-developed countries sometimes go communistic. The student is left hanging with outdated cultural and idealogical bugaboos.

High school students will look in vain for historical continuity of social problems and explanations. The methodology of the book, pigeon-holed historical briefs, does not give the student any sense of the persistence of racism, poverty, and class prejudice. Social problems just pop up on the stage of history with no forewarning. They are exhibited for a movement and then rushed off into the wings with little or no explanation of their causes. (But then textbooks are not supposed to focus upon social problems but rather upon the market!).

The book is really not that good for the kinds of questions students are asking today. It would just leave them with disjointed historical facts with no apparent relevance to today's world. Judging from my own teaching experiences with post 1971 high school students at University of Michigan and Michigan State University, they are suffering from "Historical disjointedness"; and high school texts like this one would not help much.

Rating: Poor

review...3

As one trained in the social sciences and who experienced education in Michigan schools, both at elementary and secondary levels, I find the text ONE NATION INDIVISIBLE to be refreshing. The reviewer must also recall the many attempts in the late '30's and early '40's to get state departments to develop guidelines and book companies to recognize the multi-ethnic and multi-cultural facets of American life. It was a difficult task and seemingly to no avail.

So I read in the Introduction of this book statements like: "The story of America is presented as a living panorama of great ideas, the great men who carried them out, and the events that took place as a result of the interaction of the ideas and men." "The unit-end exercises contain many ideas for in-depth or collateral studies of particular aspects of Negro history. The annotations also contain information that will enrich the presentation and discussion of Negro history." "Stress should be placed on developing an understanding of the Negro experience – the psychological and sociological effect of being black in a predominantly white culture." "Concepts and methods of investigation from the field of anthropology can also be brought into the study of American history. This might be done easily through the study of Indian cultures. Consideration could also be given to the sub-cultures of Negroes, Orientals, Jews, Puerto Ricans, Mexican-Americans, Italians, and other ethnic and nationality groups." "Particular attention in the text, illustrations, and exercises has been focused on the role of the Negro in transforming the United States from a rural-agriculturally based nation to an urban-industrial world power." In reading such statements one is inclined to become critical until one has the opportunity to read the book.

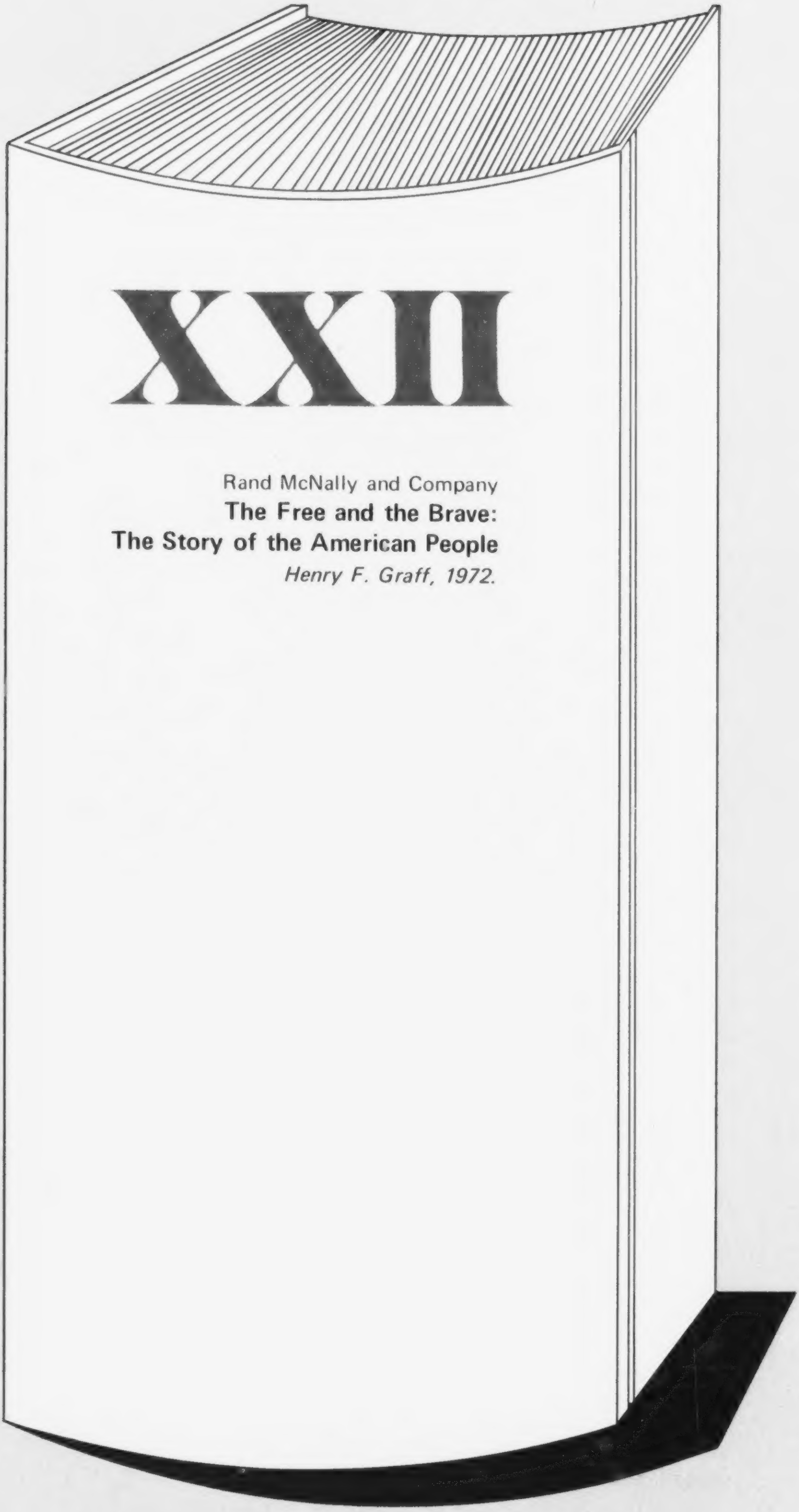
When one turns to the bibliography of the text and finds the names Lerone Bennett Jr., Arna Bontemps, John Hope Franklin, Benjamin Quarles, John Howard Griffin, Coretta Scott King, Martin Luther King, Jr., J. Alvin Kugelmass, Betty Schechter, Carter G. Woodson, and Charles H. Wesley, one is inclined to believe that the authors have opened up for the American student the real America.

The format of this book is well designed and gives focus to all who have made America possible. As early as page 7, when mention is made of a Black crew member on one of Columbus's ships, to the final chapter with a statement and picture of Cesar Chavez, there is interwoven the involvement of America's multi-ethnic society. It is possible in this text to turn to the index and find references to ethnic and religious groups, and by following through on pages listed one could get a full account. For instance, there are 10 references on Jews, 11 references on Catholics, etc., in addition to the specific individuals whose names may be found in other places in the text. This is also true of other religious and multi-ethnic groups. There are more than 20 references to Negroes exclusive of civil rights, integration, schools, and slavery. As one pages through these references in the index, one easily sees the integration of these groups into the text. So the text of Heller and Potter is one which does reflect the pluralistic, multi-ethnic nature of our society, past and present.

The book decidedly implies that America is made up of many peoples and that they have made contributions to the American culture. The teacher's edition of the text suggests many approaches for students to explore in depth certain areas that have not been as thoroughly covered. Very subtly the authors help the students to look critically at America and also permit him to explore the early "myths" about America. I think one of the strengths of the book is that it permits the youngster to judge the historical ideas and people for himself. In addition to the material presented, the student is directed to other writers who have dealt with the complexity of the American society.

If there is a criticism, and only a minor one, the authors do not appear to freely use the words "Black" and "Chicano", but I recognize that descriptive words change as social change takes place.

Rating: Very Good



XXII

Rand McNally and Company
The Free and the Brave:
The Story of the American People
Henry F. Graff, 1972.

review...1

The Free and The Brave mentions most minority groups within the United States population. Empathy with the point of view of a minority group pervades certain inclusions. Diverse and critical contemporary views of certain national policies are pointed out and documented. A modern criticism of a past action occasionally is included. Problems which remained at a past time and remain today far short of solution are cited.

All of these are to the author's credit. Nevertheless, the book as a whole is white, middle-class, homogeneity oriented, and historic events lack dynamism. Teachers and students seeking answers from the past as to sources of modern problems would find clues in this text, but not definitive answers.

Teachers and students looking for ethnic or racial inclusions which would assist and support individuals of specific ethnic or racial groups in identifying with the development of the nation as an entity which people like themselves helped to build would have difficulty in locating material within this text. Teachers and students working to build a concept of a multi-cultural, pluralistic nation where diverse life-styles and talents have been interwoven rather than blended will have problems locating the facts to support that concept.

There are 25 pages out of the 700 in this text containing references to Indians. Almost every reference is respectful of their culture and their initial helpfulness, and understanding of their eventual antagonism toward whites. But the references are seriously limited. On page 96 their concept of land use is explained. On pages 487 to 489 part of the story of their final destruction as a free people is told. On page 690 their problems in Modern America are given four paragraphs. But in the over-all, it is difficult to identify with their struggle because the facts to do so are lacking. Between 1890 and 1970, for 190 pages, the Indians disappear, resurfacing in the present day as people with deep problems.

Black Americans are involved in American history on forty pages of this text. Esteban is identified, and blacks are mentioned as accompanying Balboa and others. Slavery under Spanish laws is described. African skills which made Negroes effective producers are identifed. Blacks are identured servants when introduced into Virginia. They fight with Perry on Lake Erie and accompany Peary in Japan. Frederick Douglass, Nat Turner, and Harriet Tubman protest slavery. Blacks fight in Northern Civil War armies and win 21 Medals of Honor. Bruce and Revels serve in Reconstruction governments among others counted or pictured but not named. Blacks leave the South—the "exodusers"—after 1876. Black soldiers support Roosevelt's Rough Riders at San Juan Hill. Washington and Du Bois work against discrimination. Negroes move north for factory jobs, particularly in war time. Robert Weaver serves in the cabinet. Martin Luther King struggles and dies for Civil Rights.

These are significant inclusions, but the list of significant omissions is much longer. Except for those named, blacks on these and the remaining 24 pages are anonymous, more or less passive recipients of white actions — bad or good. They are not initiators or achievers. For long stretches of time or text, they disappear altogether, to reappear, as the Indians, with problems someone else solves or fails to solve.

The original transfer to American citizenship of the Mexicans living in formerly Mexican lands which were taken over by the United States is described on page 382. Mexican Americans are not mentioned again until their current problems are included with those of others on page 689. Puerto Ricans' problems are described on the following page; there is no previous explicit explanation of their American citizenship. The cultural heritage of Spanish-surnamed Americans is mentioned in connection with California's settlement on page 371. All other references to their Latin American cultural roots are in connection with United States-Latin American entanglements in which the United States was the stronger participant.

Chinese Americans appear as indentured to the railroad builders on page 781, but not thereafter. The detention of the Japanese Americans during World War II is "shameful" on page 665, but that is their only inclusion. Samoans, Filipinos, and Hawaiians are treated respectfully but distantly on pages 544 and 552. Filipino resistance to American control, and some Americans' support of their point of view is a part of the description of the Spanish American War.

The traditional Caucasian groups are named as colonizers and early settlers. The Dutch, Finns, and Irish receive the most individualized treatment, ranging from a sentence to two or three scattered paragraphs. Later arriving ethnic groups, described as "the brightest and most ambitious" of Europeans, are identified as eastern and southern Europeans, Jews or Catholics, and "foreign" to the pre-1880 arrivals.

Intolerance, as in the Civil War draft riots, the anti-German hysteria of World War I, and the various facets of it after World War I is briefly deplored. Very little reference is made to specific ethnic involvement in American history other than to the Irish in the railroad building, and the Molly Maguires in the coal mines. Early in the text statements are made that "we owe something to all who have gone before us," and that the "people of the United States benefit from the achievements of people of the Old and New Worlds." This thought is not pursued through explicit descriptions of factors later-arriving Americans added to American culture.

Some statements are made acknowledging the existence of pluralism – in social distinctions of the colonial period, in struggles between debtors and creditors in the early republic, in the extension of participation in the democratic process, in the cultural conflict between North and South, in the story of the Mormons, in the contrast between rural and urban living, in the resentments which led to Populism, in Eleanor Roosevelt's concern for the poor and the black, in descriptions of current problems to be solved. But these types of pluralism are presented as problems to be overcome so that all can share in a common good.

Among the over 700 illustrations, 13 are of Indians, 16 of Negroes, one of Mexican Americans, one of a Hawaiian, one of a Japanese American, and two of recently-arrived immigrants. In the area of inclusions or minority groups or cultural pluralism this text is lacking.

Rating: Fair

review...2

The Free and the Brave is an excellent secondary school history textbook for conveying the multiethnic nature of American history. This refreshing approach to history reflects contemporary interpretations and teaching methods. The inquiry approach is particularly effective since the student becomes immersed in the material. A successful attempt is made here to link the past to contemporary life. The student is asked to explain the past as a key to present. In terms of minorities, the past is used to explain contemporary ethnic problems and contributions. In general, issues involving different social points of view in American History are not avoided.

The Indian population is presented as being composed of various tribes and not just referred to as "the Indians." The American Indians and their life style are presented as being different according to location, hardship, and tribe. They are characterized as having a culture which has contributed to the variety found in American life. In this volume the American Indian occupies an integral position in American history rather than the traditional injection and disappearances. Even reference to the contemporary plights of Indians can be found within the volume. Throughout the entire work the inquiry approach toward the Indian and his problems are found. Little attempt is made to assess guilt; rather the reader examines the alternatives which confronted the Indians. While prevelant issues confronting Indians are examined, more attention could have been given to the Indians.

Blacks and their contributions to American life enjoy a refreshing characterization in American history. Blacks are interpreted throughout American history not just in the traditional areas of slavery and reconstruction. The issue of slavery is confronted. The inquiry method tries to inject the feeling of the slave upon the reader with pointed questions. Black participation in reconstruction is confronted, not to assess blame, but simply to examine the issues. Noticeably missing is the issue of slavery at the Constitutional convention. The selection of color pictures is very good; blacks as well as other minorities are presented as an integral part of American life.

Other non-white minorities also enjoy the benefits of inclusion in the American experience. The multi-racial nature of American society is presented in such a fashion that the student is given the impression that racial variety has always been a part of American life. Issues involving minorities are presented in verbal as well as picture form. For example, Japanese detention during World War II is presented, and poverty is linked as a root cause to discrimination toward Mexican-Americans and Puerto Ricans. In terms of minorities, the student is given a realistic approach to present day problems. The content, both written and pictorial, presents a realistic view point and confronts the issue. The color picture selection goes a long way toward dispelling the notion that the American experience was solely a white experience.

While the volume avoids taking a moral stand, controversial matters are at least discussed. An excellent example of this is the Sacco-Vanzetti Case. The traditional secondary textbooks chose to ignore events of this nature as being unfortunate rather than discuss them in terms of meeting the issues of racism, religion, pollution, urbanization and other controversial issues. The volume gives a contemporary interpretation of America history, but the author could not be classified as a "bleeding heart Liberal" hoping to convert the world. Even though non-white minorities and their contributions are included within the volume, the traditional people, places, and events are not excluded.

The inquiry method offers a new approach to studying the traditional issues in American history. The context arrangement is unique, but chronology has not been sacrificed for the price of popularity. The paragraphs are titled giving the student some identification of the content. The pictures presenting traditional issues are very good.

The volume deals admirably with problems facing a nation shifting from rural to an urban culture. The work makes it extremely clear that change and variety is a permanent part of American life and not the result of radicalism.

As well as being attractive in appearance, the book has a teacher guide which should further serve to stimulate students with the open-ended questions about the multi-racial nature of our society. The book is a major step in the revision of high school history books. It is worthy of serious consideration in terms of adoption as a text.

Rating: Very Good

review...3

The Free and the Brave cannot in any way be construed as representing America's pluralism It is strictly Anglo in its viewpoint and does not include the contributions of any of the minorities. Native Americans, Mexican Americans, and Puerto Ricans in the last chapter are depicted as the nation's poorest. The author does say, however, that "A poor person is most often white and under twenty-one years of age, or over fifty-five."

The attitude toward the Native Americans would have to be that the Indians are the victims, rather than the noble savage or ignoble savage.

The author states that above all, America has shown the world how a free people can advance the dignity and happiness of human beings. Small neglected tribes, Chicanos, and a number of Blacks could easily refute such a statement. Other ethnic groups probably would not agree with such a statement either.

A small tribe such as the Pit Rivers of Northern California, who are presently being forced to accept forty-seven cents an acre for their land, plainly reveals the total lack of due process, and a double standard when dealing with Indians.

John Collier once said that the Indian is a looking-glass. He was referring to the character of the White Americans who, he said, did what they did to the Indians when no one was looking and no one cared, and now they are at the mercy of society. Today people are looking, and it seems that nothing has changed. The whites must have everything – all the timber, water, minerals, fish, rights-of-way, land, deserts, mountains, animals, playgrounds, and have taken away even the dignity of the native people.

The text does not mention the Indian policy of the various presidents, which affected their lives, the loss of much land, and even death.

Chapter Three, called the "French Experiment," devotes one short paragraph to the "Defeating of the Iroquois." The Hurons receive scant mention also.

Unresolved problems of minorities are not examined. No attempt has been made to break stereotyping of native people. The text lacks pictures of successful modern Indians, Chicanos, and Puerto Ricans.

Unless high school pupils take specific courses designed to cover the history of the Blacks, Mexican, and Indian people of this country, they will, it seems, remain forever believers that these people did nothing positive for America.

The Free and the Brave does not, in my opinion, shed enough light on any of the minorities. The authors do not appear to realize that this country is not totally Anglo, or Anglo-Saxon.

To show our students that we are a multi-ethnic nation, it seems the authors could include pictures of prominent Hungarians, Japanese, Chinese, Polish, and many other people who make up a good part of this nation.

It is hard to believe that history texts such as *The Free and the Brave* could be considered as an adequate text today. When we realize that people are clamoring for identity, recognition, justice, equality, and due process, Graff's text appears to be an affront to the many ethnic groups represented in America other than the WASPS. It appears that writers cannot think pluralism. In fact they, like some Americans, feel that minorities get too much attention. Can this lack of content covering multi-ethnic groups be construed as a backlash? As a teacher and concerned citizen, I feel that the most neglected peoples such as the Spanish-speaking Americans, Blacks, American Indians, Jewish, and Slavonic peoples, who have all contributed in some way to this nation's progress, need to be projected often, and in a positive manner. It seems that this approach might help build some unity and pride as a nation of many people.

The Free and the Brave certainly adheres to the mythical belief that Manifest Destiny was God's Will. It was gratifying, at least, to note the absence of the melting pot theory.

The many unsolved problems in the area of human relations, public schools, racial strife, pollution, and inflation, are given scant mention. The Vietnam War is played down in three short paragraphs.

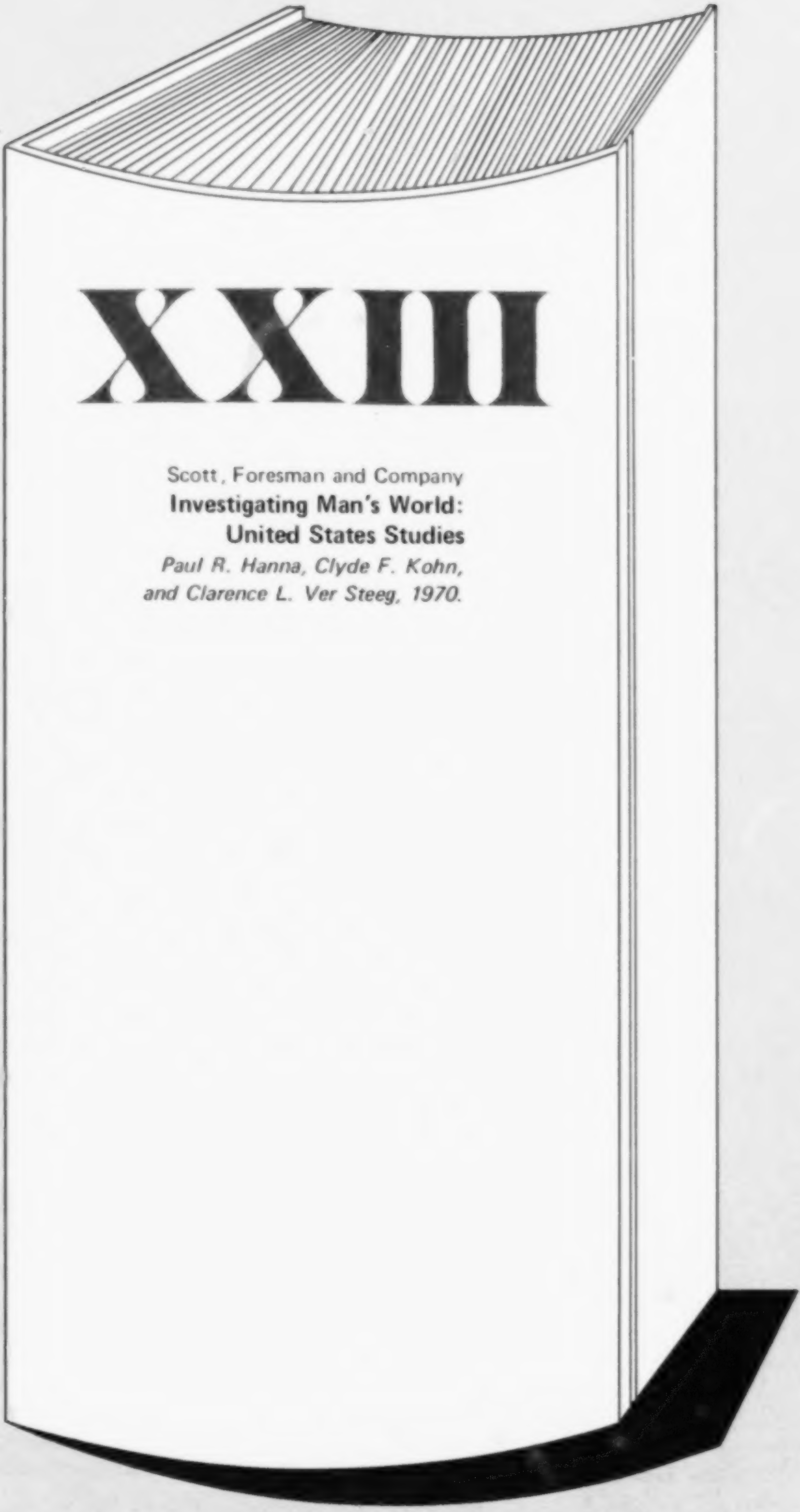
The fear of offending the dominant society prevails throughout the text, and none of the leaders or great issues included in the text seem to have a clear and victorious ring. Students, I believe, like heroes, and they do want a reasonable amount of content rather than short generalities about their heroes and the major issues. Because some schools participate in modified social studies curriculums and often use multiple select materials, they tend to expect a basic test to reveal much information on specific events, issues, and personalities. In short, the text is the last word, or the main reference.

Viewpoints of the French, British, Native Americans, and Mexicans do not appear in the text. These countries who have left their seeds here, it seems, ought at least to be portrayed as having some feeling about the turn of events. Of course the Native Americans, whose viewpoints have always been considered as unworthy, can share the neglect of many other ethnic groups.

The strange lack of imagination of many text writers is still apparent today. Many students of the modern age appear to be more sophisticated and they take a dim view of books that do not meet the real issues of our country. Many wonder at the seemingly ridiculous situations created by the federal government and the inability of schools to change fast enough to cope with the present problems confronting them. If white students do not cover minority studies while in high school, many of them will continue to view them simply as problems. This is an area that text writers could help.

The Free and the Brave does little to enlighten the student who may never study about any of the specific minorities. How can such a student have or develop any degree of understanding that is so necessary today if we are to create some unity and pride of nation.

Rating: Fair



XXIII

Scott, Foresman and Company

Investigating Man's World:
United States Studies

Paul R. Hanna, Clyde F. Kohn,
and Clarence L. Ver Steeg, 1970.

review...1

Investigating Man's World: United States Studies is a multi-disciplinary presentation of a study of the United States. In the first part of the book the pupils examine the country from the points of view of anthropology, economics, history, human geography, physical geography, political science, and sociology. In the second part, a human geography study is made of the Northeastern, the North Central, the Southern, and Western census regions of the United States. In the third part, an examination is made of the cooperative efforts of certain nations concerning their goals and problems. The last section of the book contains research information categorized according to the social studies disciplines. The skill development sections, the glossaries, and the unit activities are excellent. In its attempt to help pupils develop the skills of social scientists, the book covers a broad scope of information in a concentrated form. Information about certain topics is minimal. For example, the social reform era and the civil rights movement are explained in a caption for a picture related to Martin Luther King, Jr. The style is encyclopedic. The format is rather formidable for the average fifth grade pupil. The vocabulary load is heavy even though given considerable attention.

Because of the emphasis on the processes and tools of inquiry, the human aspect of life becomes secondary. In the entire first unit there are no pictures that include people. In the section dealing with human geography, pictures including "human beings" are few. The best pictures in the book appear in the anthropology and the sociology units. The photographs in these sections are multi-racial showing persons in favorable situations. Unfortunately, in some instances in the book, there are no captions for the pictures. This is true of the photograph of Carl Stokes; he is not identified. In the anthropology unit a section deals with the "races of man" pointing out that "Caucasoids, Mongoloids, and Negroids came to the United States" and that "three races of man live in every state." This is the best reference to the multi-racial composition of the country's population.

The Indians are given secondary treatment in the historical study of the country. The implication is they were incidental to whatever occurred. In a timeline related to important events in United States history, it is noted that in 1492, "Columbus *discovers* the Americas," reinforcing the myth that nothing existed or no one of any account lived in the Americas before his arrival. Descriptions of North American Indian cultures are in the anthropology unit. The Aztec culture is not included. Cortez's expedition to Mexico is noted. The traditional inclusions are made in reference to the Indians in the exploration and colonial periods. It is pointed out that, "one of the hardships faced by the colonists was attacks by unfriendly Indians." The seizure of Indian lands, the movement of Indians to reservations, the types of discrimination against the Indians, the problems they face today, and the attempts of Indian leaders to maintain their cultures and to improve living conditions are omitted.

Inclusions are minimal and not extensive in reference to the involvement of Afro-Americans in the history of the United States. The following are "mentioned" in the history unit: Esteban: "In 1619 . . . . Dutch ships brought a group of Negroes to Jamestown. They became servants of the people in the area"; the black population in the various English colonies; Benjamin Banneker; black slaves on the plantations as field workers and skilled craftsmen; the issue of slavery in the writing of the Declaration of Independence; Negroes in the Revolutionary War armies; York; Frederick Douglass; black soldiers in the Civil War armies (plus a picture); active role of black persons in the politics of the South 1865-1890; Hiram Revels (a picture with caption of black congressional representative); and Martin Luther King, Jr. No information is given about: African cultures (a unit activity stipulates a study of the past and present cultures of Kenya); the horrors of the slavery system; the revolts of slaves against the system; the black persons who contributed to the industrial, commercial, and cultural development of the country; the effects of political, social, and economic discriminations on the black people and on all the people of the country; and the work of black leaders and organizations to improve conditions.

The importance of Mexican history and culture in the development of the southwestern part of the United States is omitted. A pictorial reference is made to the Spanish influence in the southwest as evidenced by the architecture, street names, and the language spoken. The Mexican War is given the Anglo interpretation with no consideration of the Mexicans who lived in the area before it was annexed to the United States. No mention is made of the contributions of Mexicans to the economic development of the country. The fight against social, political, and economic discriminations is ignored.

Immigration as a factor in creating a multi-ethnic culture is not considered. The role of the Chinese and Japanese in the development of the United States is neglected. One of the unit activities is to investigate the human geography of Japan. In the sociology unit terms such as emigrate and immigrate are developed in connection with the numerical computation of the population of the United States. The tone of the book in its context and pictorial content can be summarized in this statement which appears on page 197 in the book, "Sociologists describe the society of the United States as a *mass society* because the people are more alike than different from one another." *United States Studies* is primarily a methods book. In its overwhelming absorption with the techniques of analyzing the country, it loses sight of the pluralistic aspect of its people who, despite having had problems in adjusting to and being accepted by the dominant culture, have enriched the country through their many different cultures and their important accomplishments.

Rating: Poor

review...2

Investigating Man's World: United States Studies is organized around several concepts taken from anthropology, economics, geography, history, political science, and sociology. Review questions are provided in the text. Most of them are low-level, recall-type questions. The answers to the questions are given in the text. Each unit also contains a number of activities. These activities require the student to use the knowledge gained in the unit to study other countries. The student is also required to use research skills.

The pictures used in the book are of a high quality. Many of the illustrations are in vibrant color. Ethnic minorities are represented in a few of these pictures. Some of the minorities pictured are in school or at work, or are participating in typical American activities. Most of the pictures of minorities are contemporary. There are no pictures of Asian-Americans or Chicanos representing their past heritage. One picture of Blacks dealing with slavery shows a slave reclining on a wagon filled with hay; a few other slaves are standing around talking. Even though a number of slaves are shown working in this picture, the incident depicted in it was not typical. This picture could lead a student to conclude that slaves had a significant amount of freedom, and that slavery wasn't particularly harsh.

The overall treatment of minorities in this text is rather poor. The book indicates the enormous job that educators and publishers must undertake to make textbooks truly multi-ethnic. Hanna, Kohn, and Ver Steeg commit the sin of omission. They simply do not deal with ethnic groups in any meaningful way. The authors even omit the usual list of successful and "safe" minority group individuals. Chicanos and Asian-Americans are totally ignored. Blacks indexed as "Negroes" and Native Americans indexed as "Indians" are only mentioned in passing. The portion of the book that does deal with Blacks concentrates on slavery. The part that discusses Native Americans focuses on the expansion of Anglo-Saxons into the West.

A review of this text reveals the shadowy and often inaccurate portraits painted of minorities. The magnificent mounds built by the Woodland Indians are discussed in a section of the book that deals with early man. This discussion casts doubt on the greatness of this achievement. These mounds extend from the Northern part of this nation to the Southern part. They indicate the high level of civilization developed by these early Americans. This information is not given to the reader.

Black heroes are not named in the discussion of the Revolutionary War. Slavery seems to be justified by the authors through their references to the amount of work that the slave masters wanted and needed. Little is said about the harshness of slavery. The authors seem to justify the secession of the Southern states from the Union. They refer to the abolishment of slavery as, "... a great loss of property to many people in the South." (p. 144). This statement relegates an entire group of human beings to the status of property. When discussing the Blacks in the Union Army during the Civil War, the authors do not discuss the discrimination experienced by Black Union soldiers.

The authors inaccurately report that the Emancipation Proclamation indicated Lincoln's plan to free all the slaves in the United States. In many documents, Lincoln made his position on slavery clear. He would have preferred not to free any slaves. His Proclamation freed only the slaves in the states that were fighting against the Union. He did not intend to free any other slaves at that time.

The discussion of the role of the abolitionists does not deal with the negative attitudes that many white abolitionists had toward Blacks, nor does it deal with the double standard that many white abolitionists used to view Blacks.

The discussion of Martin Luther King mentions nothing about the horrors he and his followers suffered at the hands of whites. Poverty is discussed without mentioning any minority groups even though they are its major victims. Slums are pictured as developing because people move to the city without being familiar with it, and because they have no training. Exploitation, racism, and non-responsive political and educational systems are not explored as possible causes and perpetuators of poverty and slums. The modern civil rights movement, the positive self-concepts developing in many minority people, and the influence of the Black Revolt on a number of reform movements (including the student protest movement and the Women's Liberation movement) are some of the important issues which are not discussed. The authors' inaccuracies and omissions are extensive.

A student reading this textbook could conclude that minorities have not played a significant role in the building of this nation. The contributions, achievements, culture, sufferings, and conflicts of ethnic minority groups are largely neglected in this book. Third World Man is invisible in the text. Asian-Americans, Native Americans, Spanish speaking Americans and Blacks are insignificant in *Investigating Man's World: United States Studies*. A reader could conclude from this text that ethnic minority groups have not participated in the human experience and in the American drama.

Rating: Poor

review...3

The Scott-Foresman Company's fifth grade social studies book is called *Investigating Man's World: United States Studies.* This textbook treats the United States through concepts drawn from anthropology, economics, geography, history, political science, and sociology.

Generally the illustrations in this textbook do reflect a rather diverse and pluralistic society. Those illustrations in the history section are identified as representing many different nationalities: Norsemen, Spaniards, French, Dutch, Quakers, and English. Black people are shown through the history of the country and include some of the Black leaders of today – for example, Martin Luther King, Jr. There are the usual pictures of Black families in typical "white middle class" family situations. The authors ask a question on page 102 about the illustration which encourages the student to view the illustration critically. It asks: "Can a picture give the wrong idea about the facts?" Pointing out that

Crispus Attucks, a former Negro slave, is now shown in the illustration. In order to have fifth graders judge critically, they need to be given facts upon which they can base their judgments. On page 251, the text deals with the rights of United States citizens. The illustrations include a picture of Carl Stokes, former mayor of Cleveland. With no information the student can only conclude that this is a Black man speaking in front of a picture of Senator Hubert Humphrey. Certainly the relationship between text and illustrations is difficult to see, and it would be of more value to use the illustration to clarify or emphasize the text.

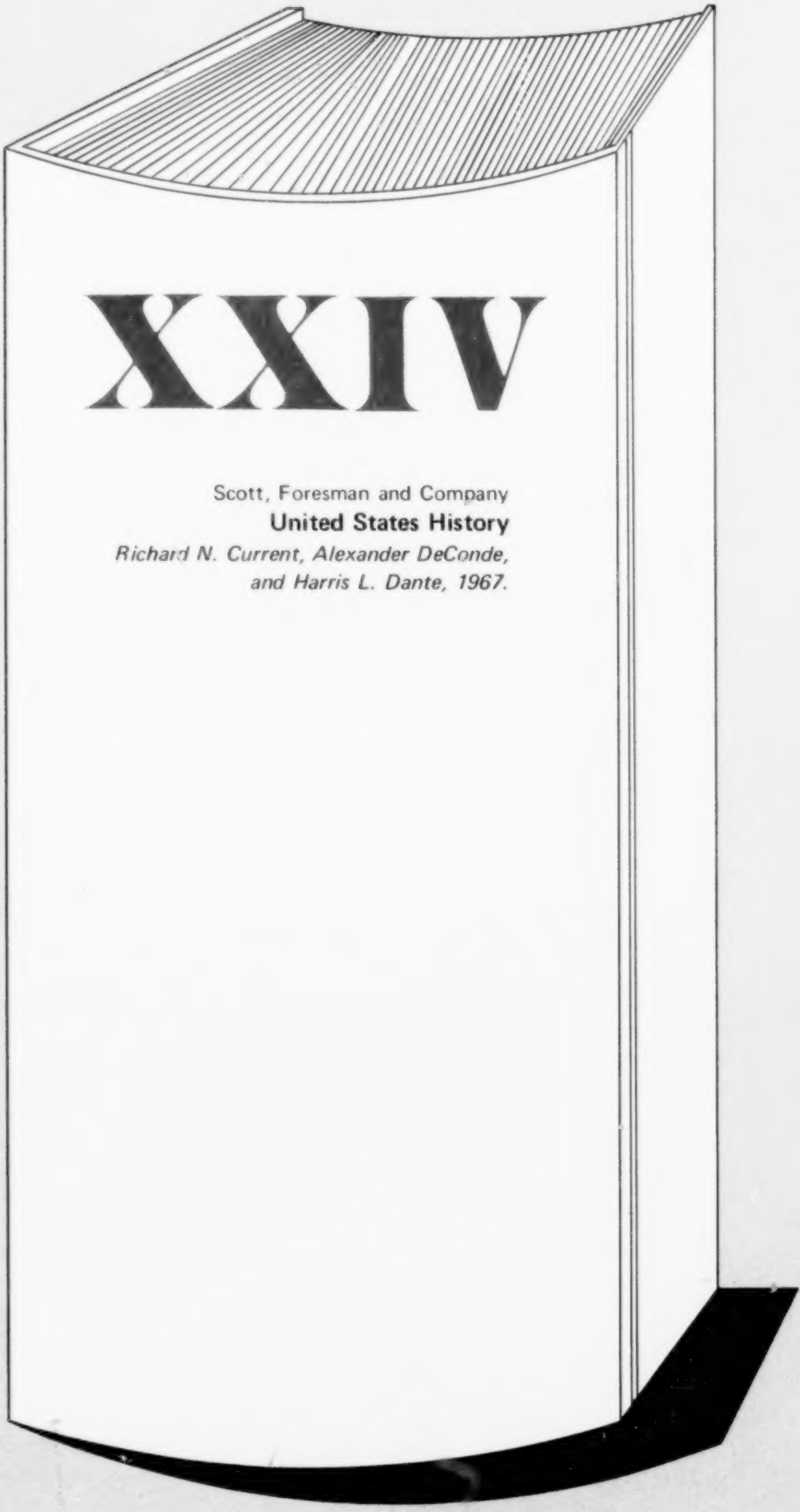
Quite often a very general statement is made in one section and then in another section the same point is shown to have exceptions.

Several times in the text the statement that the English settlers came seeking religious freedom is made. Later the point is made that this was not intended to grant religious freedom for all but only for that group. Several times the statement is made that the English settlers came to make this land their home. On the other hand, the text implies that the Spanish came for gold and the French came for adventure. The final conclusion appears to be only the English came to this land with good intentions.

Generally this is a good textbook and shows vast improvement in this new edition. There are still many improvements needed before it can be rated as very good. There are many points that are dealt with too vaguely, i.e. the Indian is not shown to have been of any importance as being natives of this land or having been dealt with harshly. They again just "moved further West" and apparently have completely disappeared. It is difficult to accept the statement on page 44 that "Some events such as battles, riots – make headlines. Other events, such as the merging – of two railway companies, may be very important in a long period of history." In view of current marches, demonstrations, and riots, is it to be accepted that a railway merger is more important? Some statements are made with no moral judgment, except in the teacher's notes, which makes it easy to omit. But the teacher's note on page 139 is upsetting. "People who owned large numbers of slaves were rich and *became important leaders in the Southern States*". Did the fact that you owned slaves make you an "important leader"? If the text on page 148 and 149 can flatly state few Negroes could read, or that the voting rights of Negroes were taken away and no moral stand is taken, one wonders why such a moral stand is taken on child labor on page 150.

Why are the authors able to do such a thorough explanation of economics but unable to explain the causes of poverty among some of the groups in our country? Why are so many groups shown as explorers and settlers but no mention is made of Jews as one of the groups? Why can moral stands be taken on some issues, like child labor, but none taken on the position of Blacks? Why does the section on citizens direct itself to the average middle class white students as if all children in the country are treated in the same way?

Rating: Good



XXIV

Scott, Foresman and Company
United States History
Richard N. Current, Alexander DeConde,
and Harris L. Dante, 1967.

review...1

United States History is a chronological accounting of a predominately Anglo America between 1607 and 1970. It is an unemotional documentary of institutions and their functions. It is depersonalized. The few persons named are leaders of movements. The hopes, dreams, achievements, disappointments, troubles, sufferings, opinions, ways of living and responses of the ordinary people who lived through the periods described are seldom involved. There is a benign indifference.

The predominating tone of detachment, and the selection of facts to be included makes it difficult for present day students to understand how the many problems now demanding solution originated, or why people feel so strongly about them. This is an approach which, when students elsewhere happen onto the omitted facts, makes them feel lied to, cheated; makes them seek out the strongly-worded versions of segments of history which fill in the omissions.

The authors appear to assume that their readers are all homogenized products of the mythical melting pot; that they would have no interest in or concern for what people of specific ethnic or racial groups were accomplishing or contributing to the development of the nation; in what brought them here, how they came, how they lived, how they coped. Unless the student has a strongly ingrained self-identification with the United States, he would have difficulty extracting the facts which would lead him to say, "This is *my* country; this is a nation *my* ancestors helped to build."

The origins of white immigration in three periods are charted. But except for the Irish, the people themselves are not identified or involved in the context.

Mexicans and Puerto Ricans are mentioned only in three instances; in these they are not identified as Americans or United States citizens. Mexicans are designated as "foreigners" among the cowboys. The Puerto Ricans and Negroes are identified as moving into formerly white areas which then became slums. They are named among groups where unemployment runs high. When and how they and the Puerto Ricans became citizen-residents of the United States, where they move from and why they move into cities is not developed. Their culture and the impact of that culture on areas of the United States is not described.

The over-all tone of references to United States relationships with Latin American nations and certain Pacific Islands is not designed to raise the self-image of a Spanish surnamed American. Kipling's suggestion to "take up the white man's burden" is quoted, and while non-acceptance of this advice by some Americans is stated, the implications persist throughout the pages dealing with these areas. Viewpoints of their nationals are given little attention. It is reported, for example, that the United States "won over" Aguinaldo's followers after he was trapped, and the Filipinos soon enjoyed more prosperity under United States government.

Non-white Americans, Negroes and Indians particularly, are included. In nearly every inclusion they present problems to whites, or they have problems for whites to solve.

Indians are characteristically mentioned in the beginning of chapter 1. "The first Americans, except for the native Indians, were Europeans." Later in the same section they are described as playing an important role in American history, as initially helpful, and as eventually adding to the drama and color of American history by resisting the advance of white settlement. What is briefly stated is incontestable; but what is *not* said – the Indians' own point of view regarding the intrusions, the broken promises and treaties, the confinement on reservations, the isolation, the problems in finding a place in modern America – is an insensitive omission leading students to inaccurate perceptions. For example, after the Civil War the "Indians were understandably reluctant to give up their old freedom," but they "were subdued and the West became safe from their attacks." This ends reference to them except for respectful biographical sketches of Chief Joseph and Geronimo.

Negroes are extensively included – as Negroes, not Americans. They begin as indentured servants and are frequently mentioned up through the public works laws of 1965. Theirs is a superficial story of slavery, deprivation, and discrimination – with serious explanatory omissions. In most instances they are passive victims. Only infrequently are they achievers, initiators or participants. They tend to be a faceless mass. They work in gangs at repetitive tasks, never as craftsmen. They are not included in Revolutionary armies or 1812 navies though they do fight at New Orleans. Banneker and Forten are not mentioned; David Walker, Frederick Douglass, Washington, and DuBois are. Nat Turner rebels, but other slave leaders are omitted. Unnamed, "exasperated" slaves occasionally kill their masters. Negroes are in the post Civil War occupation armies in the South, but are not mentioned previously as war action participants. Negroes are cowboys. They move to Northern cities, but play no role in government. Marcus Garvey is a leader to whom they turn in the troubles following World War I. A Negro jazz band is mentioned and the Harlem Renaissance is described in one paragraph listing Langston Hughes, Claude McKay, Countee Cullen and James W. Johnson. The N.A.A.C.P. and S.C.L.C. work for better conditions for Negroes. Joe Louis, Jesse Ownes, Ralph Bunche, and Martin Luther King round out the list of individuals named.

Differences in life styles occur only among those who are not fully included within the system or institution being described. Cultural conformity is implicitly the norm. Cultural diversity or pluralism is not regarded as having enriching qualities. This quotation may capsulize the predominant flavor:

". . . the white population of the 1960's became remarkably homogeneous . . . the melting pot had done its work among whites . . . Regardless of racial or ethnic background, Americans of the technological age had come to think of themselves mainly as Americans."

In the area of inclusions about minority groups leading to an understanding of currently prevailing concerns or to an acceptance of constructive pluralism, this text ranks poor.

Rating: Poor

review...2

The impact which any text can make upon students through the inclusion of knowledge about minority groups is little better than the overall strength of the book. The general problem with *United States History* is its *heaviness* and its *uninspiring style*. Without the assistance of the most skilful teacher, this book would prove useful only to advanced high school students and college freshmen.

This survey, however, does fulfill some of those things suggested by the guidelines for an acceptable study, but essentially its weaknesses outweigh its strengths. The cultural contributions of Mexican Americans, Puerto Ricans, Indians, and Jews are mostly ignored. But what is more significant, *United States History* lacks what one writer has called "feel tone." To effectively treat the idea of pluralism without this quality (empathy, really) is virtually impossible. Should not students, for example, experience the agony of the Five Civilized Tribes as they are removed from *their homes* regardless of the reason for displacement? Let us take just one example from this text to focus on the broader philosophical question of the writing of history and the issue of empathy: the Nat Turner Rebellion. In the authors' summary of the 1831 affair they write that "Seldom did a group of slaves attempt to revolt"; and then they describe how Nat and his followers killed white Virginians at Southhampton. "Even loved and trusted servants suddenly turned against their masters," while defenseless women and children "were attacked and killed." Good history (as far as it goes), *but* it exempts the institution of slavery as the precipitating cause for Nat's bloody insurrection. Thus the writers never pose the important question: "Did the circumstances *at the time* make Nat's deeds necessary?" It would have been fruitful in the section "Evaluating the Issues" to ask another question; "If you had been a Nat Turner living in Southhampton in 1831 under the yoke of slavery would you have been prone toward revolt?"

United States History represents a relative advance in its treatment of blacks. In a determined effort to correct past omissions it has fallen into what this reviewer calls the "contribution syndrome." There can be no real objection to this honest endeavor, but it is also incumbent upon the historian to isolate those obstacles to pluralism within American society – and those are often found in the white community. From this critic's perspective, it is infinitely more important for the historian to employ an institutional approach in the writing of minority history than to simply catalog the contributions of one or two notable persons "who despite incredible odds, and their race, succeeded in a democratic-capatalistic order."

A hurried allusion to a few specifics is in order. The multi-racial composition of American society is sketched very well. The treatment of blacks prior to the twentieth century shows considerable improvement over most books, although (as is the case with other works) little is said of African ways of life. That section of the text which treats the rise of Jim Crowism after the Civil War is in serious need of revision. (And not without importance, Southeastern European immigrants who came during this same period seem to represent a hindrance rather than a hope for democracy, except for those anxious to exploit their labor). The broad question which bothers this reviewer is: "Why did American reform movements fail to achieve meaningful economic advances for minorities?" What happened to Progressivism? The New Deal?

The civil rights movement of recent years is basically descriptive. There is a great deal of academic hedging. Throughout the discussion of the freedom struggle, it is difficult to really discern why blacks and other minorities react as they do. The fact is that in *United States History*, racism and discrimination remain hidden in the closets of American democracy. But if the schools are to help maximize the possibility of constructive change within a democratic setting, the hideousness and callousness of anti-democratic tendencies should be exposed. Finally, the obsession with the political aspects of civil rights practically obscures a discussion of other considerations: art, literature, and sports. (Jackie Robinson and Joe Louis do receive brief mention).

With concerted effort and proper consultation, the publishers of this work have the potential for creating a sound book which will both describe and foster the concept of pluralism. Their chief tasks are to achieve the proper tone, and to broaden the treatment of minorities beyond black Americans.

Rating: Poor

review...3

Botswana became independent from Britain in 1966. The map of Africa at the rear lists Botswana by its former name, Bechuana land!

Surely a minor error such as this would not affect the mood of the reviewer for the entire book (knowing that the map section was prepared by another company). Let's say it was the first in a series of "chips" that left me frustrated after having read United States history by Current DeConde and Dante, copyrighted in 1967 and reprinted in 1970 or 1969. I must warn the reader of this review that they are dealing with a recently arrived emmigrant to the USA from a totally Caucasian country (Ireland, 1962). My knowledge of America was shaped by the events of the sixties and the friendship of three young black immigrants to America.

The authors begin *their* journey – "One day in May in 1607, after sailing in three ships up a broad river, about a hundred men and a few boys landed in a thickly wooded wilderness far from home. The place was swampy and full of mosquitoes, yet fairly easy to fortify and defend. Here the men began to cut down trees and build a town, which they named for their king, James I of England. All kinds of troubles lay ahead – disease, starvation, Indian attacks – but the town itself survived." So did the myth that the history of the USA began on this May day. Our first introduction to the original inhabitant is that of attacker! This profile of the Indian never really changes in the book. He is portrayed as a hostile person whose presence temporary blocked the growth of the nation. When viewed positively, it is from the "white man's" understanding of traits like courage, bravery and humanitarianism.

A paragraph on page twenty-one describes some of the Indian's contributions to the first settlers and ends with "American History has derived much of its drama and color from Indian resistance to the advance of white settlement" (p. 21)! Drama and color!

Nowhere do we get any discussion of the Indian philosophy and way of life. When gold was discovered in the Black Hills we get no sense of the desecration of sacred land that occurred when the area was invaded first by the soldiers (in violation of treaties) and then by the miners.

We find expressions like "the danger from hostile Indians was removed" (392) or "even after the removal of the Indian menace" (p. 395) or "friendly Indians". (p. 260). The Indians apparently became extinct as far as the text is concerned with the Dawes Act of 1887. We hear nothing of the Indians in the post World War II era.

The book is basically a political history written by and for the majority. A consensus history that perceives minority groups as adjuncts.

Black history receives the kind of treatment – "the hop, skip and jump treatment" – a kind of fragmentation of history that makes it almost impossible to understand the Black experience in America. Any mention of African cultures and the brutality of the slave trade are almost completely omitted. The treatment of slavery left me with conflicting feelings. On the one hand I read "The owner had a large investment in his slaves. It was in his interest to see to it that they were not worked too hard, were reasonably well fed and cared for, and were kept away from conditions dangerous to health or life. Slaves were seldom used for digging ditches in malarial swamps, for example, or for catching cotton bales at the bottom of chutes which brought the cotton from river bluffs to boat landings. Irish immigrants, when available, were used for such dangerous work or for work under unhealthful conditions. If a slave died, the owner lost property worth as much as $1000 or more. If a hired man died, the employer lost nothing".

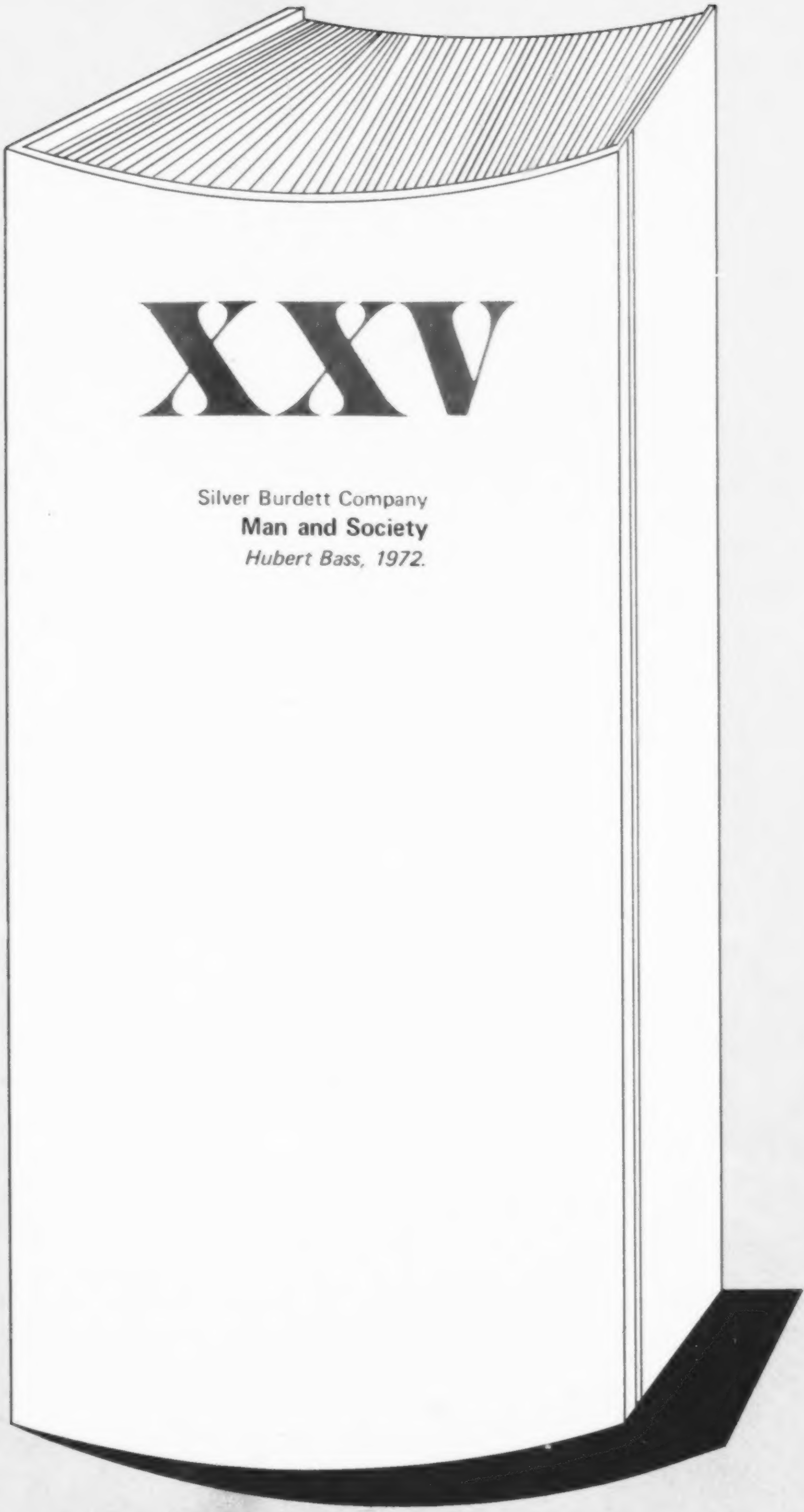
On the same page – "Now and then an exasperated slave would waylay and kill his master. Seldom did a group of slaves attempt to revolt. On a night in 1831, however, the slave preacher Nat Turner and sixty or seventy followers, carrying guns and axes, killed fifty-five white Virginians. Even loved and trusted servants suddenly turned against their masters. Whole families, including defenseless women and children, were attacked and killed. A shudder ran through the entire South and afterward, planters and their families always wondered who among their slaves could really be depended upon". (p. 280) Between these two paragraphs must lie those aspects of slavery that if told would have put us closer to the real experience of the slave. This omission is indirectly a sign of things to come. What was the black experience in the Armed Forces? The intellectual and artistic life of the majority is carefully portrayed, but black art and literature are not discussed.

The treatment of Blacks in TV, films, and radio is not to be found. Very little on the positive contributions of Black men and women to the American experience is included.

I had difficulty with the language of the authors on several occasions. On page 741 we have a summary of what the Negro was seeking in American life. "They wanted what most Americans wanted – a job, a respectable home, an adequate schooling for themselves and their children." Obviously a true statement, but it ignores the fact that the melting pot concept was and still is the center of much controversy. Nothing is said about the emergence of black power in the late sixties. People like Malcolm X and Stokely Carmichael are ignored. History by omission has to be as destructive as the distortion of history itself. The Black Experience in America as portrayed in this textbook, would certainly give evidence to this fact.

There is one group that does not exist as far as this textbook is concerned. In 832 pages they warrant three paragraphs and a few pictures. The first time they are mentioned is with regard to the fact that they could travel without an escort. Next we find them in a mining town where they are described: "women were few and virtuous women still fewer". Obviously we're talking about women in American History. The three men who wrote this text didn't even see fit to raise women to the 'adjunct' status that they had given to the other minority groups. To add insult to injury we have a section on 'Men in History.' " One is left with the feeling that women played little or no role in the making of the American experience. Obviously the authors never realized that half the readers of this textbook would be young women. The book certainly gives an adequate treatment of American history both politically, economically, and socially from the point of view of the majority, i.e. the descendants of those 100 men and a few boys who landed in a thickly wooded wilderness far from home in May 1607. But this is not the book that in any way shape or form would help minority groups and women discover their contribution to the American Experience. This fact tends also to 'cheat' the majority out of a real understanding of the American Experience.

Rating: Poor



XXV

Silver Burdett Company
Man and Society
Hubert Bass, 1972.

review...1

Man and Society consciously makes an effort to address itself to the treatment of minority groups in American history and contemporary affairs. This treatment covers many of the popular historic and contemporary concerns from slavery to ghettoes, from farmland to suburbia, from Indians to Chicanos. The authors, however, write from the point of view of white males (see title) for an audience of white males. This point of reference influences the tone and content of the entire text.

For example, in this text of 463 pages, women are mentioned in only four paragraphs. The only statements which refer directly to women appear below.

From the section on early industrialism we are told that, "There was plenty of labor to run these machines. Women, and very small children, could operate the machines as easily as men could." The one paragraph dealing with the women's movement at the turn of the century concludes that, "[Protest] actions made more people think about the problem, and they realized that the inequality of women was wrong." Not only did "people" realize that this inequality of women was wrong, but that, "Women, too, have pointed out that they are not always treated equally in employment." The authors conclude

> Today women are struggling to achieve equality of treatment in many fields. By using the vote, they, too, will see their interests and rights protected in the laws of the nation.

This simplistic treatment of women, a throwback to the manner in which textbooks used to treat ethnic minorities, reveals that these textbook authors and their publisher have yet to break away from earlier conditioning.

The treatment of ethnic minorities, although extensive, reflects white, male, middle-class values: minorities, we are told, have been treated poorly (by foreigners, Southerners, and urban landlords), but things are getting better in most cases because laws are being passed. And, if the minorities work hard, they too will be able to share the fruits of our technological society i.e., participate in consuming 60% of the world's resources.

Differences in values and world-views are given lipservice, but the foundations of "correct" thinking are carefully built. The very chapter, supposedly examining the concept of culture, is a testament to the virtues of advanced technology. Only later in the text are students encouraged to examine the possible bad effects of this technology. This pro-technology bias is reflected in the treatment of Indians. Several examples from the text follow:

> The Plains Indians became so dependent on the buffalo that they never thought of farming.
>
> How odd it seems that they depended on the buffalo for everything else in their lives, yet never used these powerful animals to carry their loads.
>
> So you see the Pueblos were able to change their environment and be less dependent upon it. That meant the environment did not affect their culture as much as it did the culture of some other Indian tribes.

We are told that the Indians came from Asia; South American Indians were culturally and technologically more advanced than North American Indians (no mention of the Natchez, nor that Southwest Indians were probably the most leisured group ever to exist in the Americas); the Plains Indians, of course, were always Plains Indians (the culture mix that occurred in the plains area is not mentioned); then, of course, Columbus "discovered" America.

A huge gap occurs between the time minority groups came (or were brought) to America and when they are treated again in the text as part of the industrial and urban problem. For example, the Cherokee Removal and the internment of Japanese-Americans during World War II are omitted. These sorts of omissions could result in a conclusion on the part of students that minorities (other than white ethnic groups) were a problem to begin with and are a problem now and not much happened in between. Further, little or no indication exists that programs to solve many contemporary problems are either ill-conceived or fail. Assumptions about constant progress, technological advance, and social enlightenment inform the text throughout.

There are commendable features in this text. Sections entitled "Using Source Materials" are well integrated and not just tacked-on as supplements. Many real problems such as integration and individual's role in a technological society are explored. But, the over-all impression that students will be left with is that after all is said and done, it's a white male world, and with all its drawbacks, it's more desirable than any alternative that has existed before or ever will exist. Minorities and women (in the text, not one woman is mentioned by name, and virtually no minority figures are identified) will share in this world pioneered, developed, and maintained by white men for them.

Rating: Poor

review...2

The structure of "Man and Society," part of a series of contemporary social science curriculum texts and intended for use in later elementary grades, exemplifies an inter-disciplinary approach to contemporary societies in both North and South America, limited to the development of four major concepts in the social sciences. These four concepts are culture, urbanism, industrialism, and American values and government. It is readily apparent that an extensive amount of time and effort was spent in the preparation of this textbook, and the results reflect the able talents of the contributors. In many respects, this textbook could serve as a model of what a current elementary-level social science textbook should be. The teacher's edition provides a breakdown by each of the four units of unifying generalization per chapter and a series of lessons which incorporate background information and suggestions for additional activities. Under each of five social science disciplines, short statements summarizing material developed in the text are organized per lesson, and a bibliography of media materials is also included. In addition, throughout the text these same generalizations and statements are supplied together with performance objectives and motivational techniques. It should be noted that the stated performance objectives are rather loosely formed behavioral objectives.

One of the most delightful experiences this textbook has in store for the reader is the selection of illustrations. They range from beautiful color photographs of various Indian villages of North and South America, which include the stunning landscapes surrounding these villages; well chosen old photographs, prints, and drawings which provide a visual dimension to the themes developed in the text; and a diversity of maps and graphs. At the end of the text, there is a small section on map skills as well as a sixteen-page atlas showing the world's large land masses in political and physical detail, respectively. Apart from the pedagogical value of all these illustrations, in that they are well integrated with the textual portions of the book, their presence adds an esthetic dimension seldom attained in textbook materials.

One of the drawbacks of the approach followed in this textbook, notwithstanding the presentation of an historical background or framework which parallels the development of concepts and generalizations, is that a good deal of history per se is sacrificed. Perhaps this is because the social sciences have had a tendency, at least in America, to be ahistorical. Thus, one has the feeling that the plethora of names, dates, and events which was the bane of textbooks a generation ago, may give way to an equally annoying condition in the near future – textbooks loaded with a myriad of questions tied to vast array of hypotheses and generalizations. Particularly for the age level of student who will be using this textbook, it is insufficient to propose a problem and through the inquiry method suggest various elements as causally linked and others as possible solutions. What in addition is needed is to identify a real situation, the actors, something of their motivations which have a specific history through time and space and then generalize to other concrete situations with a similar constellation of elements, but in all of this, real people. In other words, there should be a balance in the unit of analysis between the group or community and the individual.

The use of case studies and, to a much lesser extent, ideal types comes close to providing this kind of analysis. In the chapter whose basic concept is cultural pluralism, one case study is presented, focusing on the two cultures of Canada. Treatment of multi-ethnicity in the United States is limited to extended discussion of Puerto Ricans in New York, Mexican-Americans in Texas, Chinatowns, and Black culture in America with more general observations characterized by the usual, albeit shortened, laundry list of ethnic groups. Certainly cultural pluralism is much more than Chinatowns and audible encounters with spoken Greek, Italian, Polish or Yiddish. Somehow the substance of the ethnic experience in the United States is lost.

In general, most of the problems faced in urban areas are discussed with more candor than one would expect in a textbook for this level of student. For example, a brief section, set apart from the text, is entitled, "Urban Renewal, or Negro Removal?" As one might expect, the resources which are presently available to the social scientist – both conceptual and empirical – have been more than adequately utilized, and especially in the unit on urbanism. And yet there would appear to be a tendency to reinforce an association of the black with lower-class neighborhoods in cities. This is perhaps more related to the photographs used, and a lack of balance by not including an extended discussion of working-class or middle- and upper--class blacks, than the text per se. It should be noted that the suburb and its residents receives little or no attention.

This textbook represents a very ambitious undertaking, and in the main, a successful one. That the content does not adequately reflect the pluralistic, multi-ethnic nature of American society may be a function of an expectation whetted by the degree of excellence achieved in other aspects of the book.

Rating: Fair

review...3

Quite clearly, this text does recognize the existence of the multi-racial and multi-ethnic nature of American society. It does deal – by word and by photo – with the concept of cultural pluralism – in Latin America and Canada as well as in the United States, stating, ". . . we can agree that Americans are a fortunate people, for our differences have added a richness and variety to American life and our similarities have made us a strong united people."

It is not the traditional text in that it begins with a unit on the meaning of culture and values which helps put historical events into a more meaningful context. Nor is it a U.S. history text in the traditional sense, since it is oriented to concepts rather than chronology.

A notable feature of this text is the author's attempt at initiating thought and discussion relative to the problems of the Negro in contemporary society. The heritage of slavery is alluded to and the horrors of the slave trade are described in graphic terms. The nature and origin of racial prejudice is explained. Most importantly, the results of prejudice in the contemporary world in the forms of unequal educational, occupational, and housing opportunities are pointed out. Very good black and white and color photographs are included in the text which portray important black political leaders, residents of ghettos, a "wall of respect," the results of segregation, and the goal of an integrated society, achievable in part through an integrated school setting.

The Chapter, "City Life in Our Time", contains an important attempt at explaining the origins and continued existence of the urban black ghetto, as well as a historical and contemporary overview of urban problems. The white flight to the suburbs is discussed, and the ineffectiveness of open housing legislation is acknowledged.

Also worthy of mention is the unit on Industrialization. The segments dealing with the birth and growth of modern industry and its human and social costs is well complemented by photographs and excerpts from original sources. Current environmental problems that result from industry, and ultimately from consumer tastes and demands, are described well. However, the value conflict between industrial growth and compulsive consumption of the products of a superior American technology and the preservation of the environment could have been brought into sharper focus.

That ethnic and racial minorities have made important contributions to the culture of the United States is acknowledged. However, except in a few isolated instances, the contributions or contributors are not spelled out. As a result, stereotypical roles are in danger of being perpetuated – the Chinese railroad builder, the Japanese gardener, the Chicano migrant farm worker.

The North American Indian's culture is explored in an early chapter. An important point is made concerning the difference between Indians and European values and beliefs in the matter of treaties. Europeans, with private property as a value, understood that a treaty meant the Indians gave up land while the Indians who held land communally felt it meant sharing the land with the white man. Thus a background for conflict was laid but few of the injustices committed by whites against the Indians are brought to light.

The multi-racial and multi-ethnic nature of the United States, Canada, and Latin America is portrayed, and cultural pluralism is recognized as a positive feature. Also, a contemporary problems/issues approach is used to stimulate students. Still, while reading the text, it is possible to gain the impression that Negroes, American-Indians, Mexican-Americans, Oriental Americans, Canadians and Peruvians have many problems, but white Americans have few except for those resulting from the misuse of technology and mass production.

The text does deal with prejudice, discrimination, unequal opportunity and relevant federal and state legislation, although it does not appear to consider the institutionalized nature of American racism. Generally, an open society is the picture presented and contrasted to the more rigid social system of Latin America.

In its treatment of the immigrant, the text includes a heavy dose of the melting pot concept. The difficulties encountered upon arrival and in the ensuing years of Americanization are not thoroughly dealt with. One doesn't discover that Orientals were the target of exclusionists or that ethnic ghettos existed for reasons other than to "preserve the way of living that was familiar to them."

Very legitimately, the text points out the many gains made by immigrants and racial minorities in the recent past. It deals well with many aspects of our pluralistic society. Its comparisons of the problems faced by other peoples in the hemisphere provoke thought regarding the universality of the human dilemma.

In summary, a significant improvement over texts of the past.

Rating: Very Good

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